

Year 9 Curriculum Sequencing Grid			
Subject: Music	Term One	Term Two	Term Three
Unit <i>(Tablet in 39-week plan)</i>	Jazz	Songwriting revisited	Live Lounge (Intro to GCSE)
Disciplinary Knowledge (Key Skills) required for Y11 <i>How...</i>	Improvise confidently using scales/chords. Listen critically and identify jazz elements aurally. Perform stylistically (swing feel, syncopation, articulation). Compose short jazz phrases and structures. Analyse set works (melody, harmony, rhythm, instrumentation).	Compose using chords, melody, rhythm, and lyrics. Structure musical ideas into coherent songs (verse/chorus/bridge). Collaborate effectively in small groups. Rehearse and refine through feedback and editing. Perform confidently with attention to expression and dynamics. Listen critically and evaluate own/others' work.	Rehearsing effectively and purposefully. Performing in time with others. Research and summarising of information. Sourcing and using written music.
Substantive Knowledge (Factual Content) required for Y11 <i>What...</i>	Origins of Jazz (African-American culture, early 20th century). Key styles of Jazz. Key figures of Jazz. Jazz structures: 12-bar blues, 32-bar song form. Instrumentation: rhythm section vs. front line. Improvisation techniques (scales, riffs, call & response).	Common song structures (intro, verse, chorus, bridge, outro). Functional harmony (I, IV, V, vi progressions). Techniques for melody writing (stepwise motion, repetition, hooks). Lyric devices (rhyme, imagery, syllabic rhythm). Arrangement techniques (texture, dynamics, layering).	The rehearsal process. Rehearsing effectively. Reading music scores.
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Swing, Syncopation, Improvisation, Scat, Head, Chorus, Riff, Blue Notes, Walking Bass, Front line, Rhythm section, Comping, Chromaticism.	Structure: Verse, Chorus, Bridge, Middle 8, Intro, Outro. Harmony/Chords: Progression, Cadence, Key, Major, Minor, I-V-vi-IV. Melody: Phrase, Hook, Motif, Stepwise, Leap, Sequence. Lyrics: Rhyme scheme, Imagery, Syllable, Stress. Arrangement: Texture, Dynamics, Accompaniment, Layering, Riff, Ostinato.	Dynamics. Pitch. Melody. Timbre. Ensemble. Timing. Pulse. Rhythm. Melody. Notation. Sharp. Flat.
Opportunities for reading	Reading music notation. BBC Bitesize. AB Guide to Music Theory. Lead sheets and notated jazz standards. GCSE-style listening/analysis texts.	Reading music notation. BBC Bitesize. AB Guide to Music Theory. Annotating lyric sheets (spot rhyme schemes, imagery). Lyric comparisons across genres (folk, pop, rap).	Reading music notation. BBC Bitesize. AB Guide to Music Theory.
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Appreciation of cultural diversity and creativity. Understanding historical and social movements through music. Critical listening and personal expression through	Exposure to diverse songwriting traditions. Understanding how songs reflect cultural/social issues. Awareness of songwriting as a career (composer, lyricist, producer).	Leadership and teamwork skills within ensemble rehearsals.

	performance. Ability to collaborate in ensemble contexts.		
Authentic Connections – Cross Curricular Links	History - Civil Rights Movement, 20th century America. Maths - Time signatures, rhythmic subdivision. Art - Abstract/modernist art parallels. PSHE - Identity, resilience, freedom of expression.	English - Poetry, rhyme, imagery, narrative structure. History - Protest songs, cultural movements in music. PSHE - Expression of identity, teamwork, resilience.	Maths – basic numeracy skills. PE, Performing Arts – Collaborating as part of a team/ensemble.
Key Assessment	Holistic assessment of rehearsal skills, performances of pieces. Use of video to self-assess after final performances. Final compositions / arrangements.	Holistic assessment of rehearsal skills, performances of pieces. Use of video to self-assess after final performances. Final compositions / arrangements.	Holistic assessment of rehearsal skills, performances of pieces. Use of video to self-assess after final performances. Final compositions / arrangements.