



Key Stage 3 – Year 9 – MUSIC– CURRICULUM OVERVIEW

Autumn Term	Spring Term		Summer Term
Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2
	Key Themes	Key Themes	Key Themes
<p>All About That Bass <u>Reading Bass Clef</u> – Learning how to recognise and read notes on the bass stave, including ledger lines.</p> <p><u>Role of the Bass Line</u> – Understanding how bass lines function within musical texture, supporting harmony, rhythm, and overall groove.</p> <p><u>Types of Bass Lines</u> – Exploring different bass line styles such as: – Walking Bass – Arpeggiated Bass – Alberti Bass – Root–5th patterns and other stylistic approaches</p> <p><u>Listening & Analysis Skills</u> – Developing the ability to identify bass techniques, textures, and patterns in a variety of musical genres.</p> <p><u>Musical Vocabulary</u> – Expanding terminology related to texture, harmony, rhythm, and bass function to support confident written and verbal musical analysis.</p>	<p>Video Killed the Radio Star</p> <p><u>Composing with MuseScore 4</u> – Using notation software to create, edit, and structure music for game environments.</p> <p><u>Character Themes</u> – Composing leitmotifs that reflect personality, mood, abilities, or narrative roles.</p> <p><u>Accompaniments</u> – Creating supporting musical textures such as ostinati, drones, chord patterns, and rhythmic backings.</p> <p><u>Major & Minor Keys</u> – Writing in contrasting tonalities to support different game settings (e.g., calm, heroic, tense, mysterious).</p> <p><u>Pentatonic Melodies</u> – Using pentatonic scales to create memorable,</p>	<p>Minuets to Music Videos – The Setworks</p> <p><u>Detailed Study of Two Set Works</u> – <i>Eine Kleine Nachtmusik</i> (Mozart) and <i>Walk of Life</i> (Dire Straits), exploring their key musical features, structure, and style.</p> <p><u>Historical & Cultural Context</u> – Understanding each piece within its period: Classical era conventions for Mozart, and 1980s popular music influences for Dire Straits.</p> <p><u>Musical Features</u> – Analysing melody, rhythm, texture, instrumentation, harmony, and expressive devices used in both works.</p> <p><u>Developing Listening Skills</u> – Identifying structural sections, motifs, cadences, riffs, chord progressions, and stylistic characteristics through focused listening.</p>	<p>Songwriters Showcase <u>Song Structure</u> – Understanding common structures (verse, chorus, bridge, middle eight) and how structure shapes musical storytelling.</p> <p><u>Functional Harmony</u> – Using chords based on their function within a key (I, IV, V, vi etc.) to create strong and stylistically convincing progressions.</p> <p><u>Riffs & Syncopation</u> – Writing effective riffs and incorporating syncopated rhythms to add interest, energy, and stylistic identity.</p> <p><u>Developing Texture</u> – Layering musical ideas, adding counter-melodies, backing vocals, riffs, and chord patterns to create richer arrangements.</p> <p><u>Melody Writing</u> – Crafting memorable melodies using contour, repetition, motifs, stepwise movement, and controlled leaps.</p> <p><u>Introduction to MuseScore 4</u> – Learning the basics of the notation software to compose, notate, edit, and structure their own songs digitally.</p>



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	<p>game-friendly melodic ideas.</p> <p><u>Programme Music Techniques</u> – Composing music that represents scenes, actions, environments, or story elements in a game world.</p>	<p><u>Introduction to Harmony & Melodic Analysis</u> – Beginning GCSE-style analysis including chord functions, cadences, melodic contour, phrasing, and thematic development.</p> <p><u>Understanding Importance & Influence</u> – Considering why each piece matters in its historical context and how it represents its genre or musical era.</p>	
Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
End of Unit Listening Assessment	On going assessment of composition portfolio	End of Unit Listening Assessment	Songwriting composition Assessment