

Curriculum Overview Templates– Holly Lodge Girls’ College

		Term 1			Term 2	Term 3
	Title	Rhythm + Metre – 3	Musical Structures – 3 (Rondo Form)	Music & Media	Keyboard Skills – 3	Guitars – 3
Year 9	Curriculum Content	<ul style="list-style-type: none"> • Revision of Y7 and Y8 Rhythm and Metre • What happens when the bottom number of the time signature changes? • What is syncopation? • What is a triplet and how does it affect the sound? 	<ul style="list-style-type: none"> • Revision of Y7 Binary Form and Y8 Ternary Form • What is Rondo Form and where does the name come from? • Do pieces of music in Rondo Form always have 5 sections? • Using editing techniques in software 	<ul style="list-style-type: none"> • Composing to a brief • Awareness of the importance of sound to build tension and support actions on screen • Using sounds creatively to represent actions/moods/themes on screen • Using music sequencing software • Awareness of film 	<ul style="list-style-type: none"> • Revision of Y7 and Y8 Keyboard Skills • Selecting appropriate repertoire – how do you choose? • What is an accidental? • Playing more challenging pieces that use hand position changes and/or accidentals • Developing greater technical control and fluency 	<ul style="list-style-type: none"> • Revision of Y7 and Y8 Guitar Skills • Playing chords • Simple and full chords – what’s the difference? • What is a ‘capo’ and how is it used? • Developing ensemble skills to play a melody with accompaniment

				composers such as Hans Zimmer, John Willians, Howard Shore and Ennio Morricone		
	Assessment	<p>When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:</p> <p>1= Consistently and confidently selects and combines all skills, techniques and ideas, and independently applies, reflects and refines their learning.</p> <p>2= Frequently demonstrates skills, techniques and ideas, and demonstrates resilience in applying, reflecting and refining their learning.</p> <p>3= Occasionally demonstrates skills, techniques and ideas and has some confidence during application, but requires teacher encouragement to fully engage with refining work and/or new learning.</p> <p>4= Inconsistently demonstrates basic skills, techniques and ideas and shows limited resilience and confidence during application.</p>				