

GCSE Music

Year 9

Scheme of Learning 2025 - 2026

Subject leader: C Ward

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	AoS1 Music Theory Baseline test Treble clef Note values and rests	AoS1 Music Theory Sharps, flats and naturals Time Signatures Tempo	AoS1 Music Theory Dots, ties and triplets Dynamics and articulation	AoS1 Music Theory Major scales Minor scales Key Signatures	AoS1 Music Theory The Circle of Fifths Other scales Intervals	AoS1 Music Theory Chords Fitting chords to a melody
	AoS4 Performance Skills Selecting repertoire Rehearsing SMART targets					
	AoS4 Popular Music Pop music structures Voices in Pop	AoS4 Popular Music Technology in Pop Exploring MIDI	AoS4 Popular Music Types of Popular Music: - birth of Rock 'n' Roll	AoS4 Popular Music Types of Popular Music: - 1970s Rock Music	AoS4 Popular Music Types of Popular Music: - girl and boy bands	AoS4 Popular Music Types of Popular Music: - fusion

<p>Instruments of Pop Ensemble Performance</p> <p>Homework Focus: Music Theory</p> <p>Events: Open Evening – Performances</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school <p><u>Week 3 Assessment: AoS4 Ensemble Performance</u></p>	<p>Homework Focus: Music Theory</p> <p>Events: Christmas – performances in the community</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school <p><u>Week 3 Assessment: Music theory</u></p>	<p>- 1960s developments Ensemble Performance</p> <p>Homework Focus: Popular Music research</p> <p>Events: Year 9 Parents Consultation</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school <p><u>Week 3 Assessment: Rock 'n' Roll listening exercise</u></p>	<p>- Sub-genres of Rock</p> <p>Homework Focus: Popular Music research</p> <p>Events: Year 8 Options</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school <p><u>Week 3 Assessment: Music theory</u></p>	<p>- Britpop - Hip-hop</p> <p>Homework Focus: Music Theory</p> <p>Events:</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school <p><u>Week 3 Assessment: AoS4 Ensemble Performance</u></p>	<p>- Bhangra Introduction to prepared extract – <i>Africa</i>: Toto (1982)</p> <p>Homework Focus: Prepared extract</p> <p>Events: Prize Giving Community Days</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Choir - Music club - Organisation of individual/ensemble rehearsals after school/lunchtime - Opportunity for peripatetic instrumental/vocal lessons in school - Use of music software to fit chords to a melody <p><u>Week 3 Assessment: Prepared extract listening exercise</u></p>
<p>Vital prerequisites</p>	<p>Vital prerequisites</p>	<p>Vital prerequisites</p>	<p>Vital prerequisites</p>	<p>Vital prerequisites</p>	<p>Vital prerequisites</p>
<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>	<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>	<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>	<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>	<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>	<p>Students will have participated in whole class/ensemble performances in Year 8 Music lessons (exploring popular music).</p>

	Students should have selected GCSE Music based on an interest in playing a particular instrument or singing.	In Year 8, students have had the opportunity to develop their keyboard skills and understand their capacity as a MIDI instrument.	In Years 7 and 8 students have become familiar with the musical elements (dynamics, tempo, pitch, timbre and texture) and how they can impact a musical performance	Students have a basic awareness of Major and Minor tonality through their exploration of four-chord songs in Year 7 (keyboard skills) and Year 8 (ukulele skills and exploring popular music)		
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p>	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p> <p>Students have used MIDI keyboards in class performances in Year 8 and will be familiar with the layout of the keyboard when using the smaller MIDI keyboards in music technology lessons.</p>	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p> <p>Students have studied The Blues in Year 8 and the influences of Blues music on later musical forms/genres.</p>	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p> <p>This unit follows the chronological development of popular music through the 1970s.</p>	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p> <p>This unit follows the chronological development of popular music through the 1980s/90s and into the 2000s.</p>	<p>Students have experienced performing from memory and supported musical notation in Year 8. They will build upon this experience to develop their confidence to understand basic music theory.</p> <p>Students have been used to performing as part of a whole class ensemble and this term will build on their ensemble skills within the genre of popular music.</p> <p>The introduction to the prepared extract will allow students to draw upon their prior learning throughout the year, including the features of popular music as well as basic music theory. Students will be more confident to link compositional</p>

						techniques in <i>Africa</i> to the genre of music.
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Eduqas GCSE Music

Specification References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1 – Term 6

Music Theory (link to AoS1)	Music Theory (AoS1 Musical Forms and Devices)						
	<p>Through developing an understanding of basic music theory, students will begin to understand how composers use musical devices to create and develop music. An awareness of basic music theory will also develop students' composing skills and ability to organise musical ideas. Students must develop the knowledge, understanding and skills needed to communicate effectively as musicians. Through learning about music theory, there will also be opportunity for students to develop an awareness of musical technologies and their use in the creation and presentation of music.</p>						
<ol style="list-style-type: none"> 1. What is the musical staff? 2. What does a clef tell you? 3. What do musical notes tell you? 4. What does a rest tell you? 5. What are sharps and flats in music? 6. Where do you find time signatures in music? 7. What does a time signature show? 8. How can tempo affect the mood of the music? 9. How can we create more interesting, sophisticated rhythms with notes? 10. What markings are used to let you know exactly how a composer wants their music to sound? 11. What are the two main types of musical scale? 	<p>All pupils will:</p> <ul style="list-style-type: none"> • Be able to identify and name the five lines and four spaces of the treble and bass clefs • Understand the function and placement of clefs • Accurately identify and draw notes and rests of different durations • Recognise and name key signatures with up to two sharps or flats • Identify and define common dynamic markings • Compose and notate simple melodies in the key of C Major <p>Most pupils will:</p> <ul style="list-style-type: none"> • Recognise and interpret ledger lines for notes 	<p>AoS1: How musical devices are used to create and develop music</p> <p>AoS2: Learners study texture, including how composers combine musical lines (e.g. chords and accompaniment)</p> <p>AoS3: Understanding how dynamics and contrast are used for the creation of special effects</p> <p>AoS4: Learners will explore how sound is computer-generated.</p>	<p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary. Key foci: - Treble clef - Bass clef - Duration - Sharp - Flat - Time signature - Beat - Bar - Dynamics - Articulation - Tonality - Chords</p>	<p>Formative assessment through:</p> <ul style="list-style-type: none"> • Teacher observation and feedback during class participation • Use of mini whiteboards to check understanding • Quizzes • Composition tasks on the computers <p>Summative assessment through:</p> <ul style="list-style-type: none"> • Bassline assessment 	<p>Knowledge Organisers</p> <p>Theory classroom</p> <p>Student workbooks</p> <p>Mini whiteboards</p> <p>Access to ICT suite</p> <p>MIDI keyboards</p> <p>PowerPoints</p> <p>Piano</p>	<p>Cognitive development and critical thinking: - Learning music theory involves recognising patterns (e.g. scales and chords) which enhances memory and pattern recognition - analysing music to understand harmony, rhythm and melody develops analytical thinking, that can be applied across other subjects</p> <p>Cultural awareness - Engaging with different musical styles and genres can allow students to</p>	

	<p>12. How do major and minor keys relate to each other?</p> <p>13. What is a chord?</p> <p>14. How can we fit a chord to a melody successfully?</p>	<p>that extend beyond the staff</p> <ul style="list-style-type: none"> • Recognise and interpret basic time signatures • Understand the purpose of accidentals and how they affect note pitch • Recognise some articulation markings • Demonstrate the ability to sing or play basic harmonic intervals <p><u>Some pupils will:</u></p> <ul style="list-style-type: none"> • Understand the concept of bar lines and correctly count beats within bars • Identify and apply accidentals to notes on the staff • Identify dynamic and articulation when listening to music • Form triad chords • Sight-read melodies in the treble or bass clef • Read music from standard notation 	<p>They will also identify the following features in popular music:</p> <ul style="list-style-type: none"> - primary chords - secondary chords - cadences 	<ul style="list-style-type: none"> - Melody - Accompaniment <p>Students will use workbooks to notate music theory and keep a record of key vocabulary.</p> <p>Numeracy:</p> <ul style="list-style-type: none"> - Note duration - Time signatures (how many beats in a bar) - Division of music into bars/measures - Use of symbols to indicate dynamics, articulation and tempo 	<ul style="list-style-type: none"> • Week 3 assessments in terms 2 and 4 <p>Homework tasks - as outlined in Knowledge Organisers.</p>		<p>explore different cultural and emotional perspectives</p> <p>Self-discipline and time management</p> <ul style="list-style-type: none"> - Mastery of music theory requires consistent practise and perseverance <p>Creativity and innovation</p> <ul style="list-style-type: none"> - Music theory provides the foundation for improvising and composing music. This encourages creative thinking and innovation - Composing and improvising music can involve solving complex musical problems, developing problem-solving skills generally
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Term 1 – Term 6

Performance Skills (link to AoS4 – Popular Music) **Performance Skills (Preparing for Component 1 – Performing)**

Throughout this year, students are encouraged to develop their knowledge and understanding of music through performing. Students will develop skills to perform both as a solo and as part of a musical ensemble. There will be links made to AoS4 (Popular Music), where possible, and students will experience performing a range of popular music from the 1950s to the present day.

For their Component 1 assessment, students will eventually be required to perform a **minimum of two pieces** of which **at least one** must be as part of an **ensemble** lasting **at least one minute**. The other piece may be performed **either solo and/or** as part of an ensemble. **One** piece must be linked to one of the four areas of study. If students choose AoS4, Popular Music, they may perform a piece of music of any genre of popular music.

<ol style="list-style-type: none"> How can I develop my instrumental/vocal skills? What does a successful practise session look like? How can I work successfully with other musicians? How can I select appropriate repertoire for performance? How can I review my progress as a performer? How can I add expression to my performance? How can deliberate practise improve my instrumental/vocal skills? How can I use dynamics effectively to enhance a performance? 	<p>All pupils will:</p> <ul style="list-style-type: none"> Be able to review their instrumental/vocal skills and set SMART targets Perform simple parts of well-known songs on their own and as part of an ensemble Demonstrate an understanding of lead sheets as a form of basic musical notation <p>Most pupils will:</p> <ul style="list-style-type: none"> Perform independent parts of well-known songs on their own and as part of an ensemble Perform a more complex part within a group (undoubled) 	<p>AoS2:</p> <p>Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience</p> <p>AoS4:</p> <p>Learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the</p>	<p>Literacy:</p> <p>Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Key foci:</p> <ul style="list-style-type: none"> Solo Ensemble Communication Musicianship Stage presence Pitch Intonation Expression Dynamics 	<p>Formative assessment through:</p> <ul style="list-style-type: none"> Teacher observation and feedback during class participation Recording of performances Peer assessment and feedback <p>Summative assessment through:</p> <ul style="list-style-type: none"> Week 3 assessments in terms 1 and 5 <p>Homework tasks – continuous record of</p>	<p>Knowledge Organisers</p> <p>Practical classroom</p> <p>Musical instruments (piano, keyboards, ukuleles, guitars, drum kit in school or students can bring their own)</p> <p>Mini whiteboards</p> <p>Recording device</p>	<p>Confidence:</p> <ul style="list-style-type: none"> Performing music provides the opportunity to develop confidence and overcome performance anxiety Students will experience getting feedback from peers and teachers, teaching students how to accept constructive criticism <p>Social skills and teamwork</p> <ul style="list-style-type: none"> Ensemble playing requires effective communication,
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		<ul style="list-style-type: none"> Understand and use the elements of music to enhance a performance Confidently use lead sheets when performing and arranging popular music <p>Some pupils will:</p> <ul style="list-style-type: none"> Perform independent parts of well-known songs with expression and sensitivity to other parts Take a lead role in an ensemble rehearsal/performance Perform technically complex parts within a group performance Use more detailed forms of musical notation (e.g. staff notation/full scores) when preparing for a musical performance 	<p>opportunity to perform popular music as well as compose music associated with a popular music genre</p> <p>Component 1: Learners are encouraged to develop their knowledge and understanding of music through performing.</p> <p>All learners are required to perform as part of an ensemble</p>	<ul style="list-style-type: none"> Range Projection <p>Students will use Knowledge Organisers to evaluate their skills and set SMART targets</p> <p>Numeracy:</p> <ul style="list-style-type: none"> Note duration Time signatures (how many beats in a bar) Division of music into bars/measures Use of symbols in written music to indicate dynamics, articulation and tempo 	extra-curricular rehearsal	<p>PowerPoints</p> <p>Music stands</p>	<p>active listening and teamwork</p> <p>- Students may need to manage disagreements and find compromises when working closely with others</p>
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Term 1 – Term 6

<u>AoS4 Popular Music</u>	<p>AoS4 Popular Music Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p>						
<ol style="list-style-type: none"> 1. What are some common pop music structures? 2. What are some features of vocals in pop music? 3. What instruments are commonly used in pop music? 4. What are synthesizers? 5. How did music technology influence popular music? 6. What were the main features of Rock 'n' Roll? 7. What are some sub-genres of Rock music? 8. Where did hip-hop come from? 9. What genre is the song 'Africa' by Toto? 10. What are the main features of the song 'Africa' by Toto? 11. What is fusion? 12. What is bhangra? 	<p>All pupils will:</p> <ul style="list-style-type: none"> • Be able to distinguish between riffs, structure, lyrics and melody in popular songs • Perform simple parts such as basic riffs of well-known songs on their own and in unison • Identify some common instruments used within popular songs • Identify some key features of popular songs <p>Most pupils will:</p> <ul style="list-style-type: none"> • Describe the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary • Perform independent parts of well-known songs • Perform a more complex part in a group 	<p>AoS4: Through listening to and/or performing examples of popular music learners will study how: - instrumental and synthesised sound is used - original music may be modified - vocal sounds are used - instruments and voices are combined - sound is computer-generated and amplified - software and samplers are utilised.</p>	<p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary. Key foci: - 32 bar song form - Strophic - 12 bar blues - verse - chorus - riffs - middle 8 - bridge - fill - instrumental break - intros and outros - improvisation - loops - samples</p>	<p>Formative assessment through:</p> <ul style="list-style-type: none"> • Teacher observation and feedback during class participation • Recording of performances • Peer assessment and feedback • Quizzes • Mini-whiteboards • Practise exam-style questions <p>Summative assessment through:</p> <ul style="list-style-type: none"> • Week 3 assessments in terms 3 and 6 	<p>Knowledge Organisers</p> <p>Student workbooks</p> <p>Practical/Theory classroom</p> <p>Musical instruments (piano, keyboards, ukuleles, guitars, drum kit in school or students can bring their own)</p> <p>Mini whiteboards</p> <p>Recording device</p> <p>PowerPoints</p>	<p>Cultural Awareness - Popular music spans genres and cultures, offering insights into different social, political and historical contexts -Students will gain an appreciation for cultural diversity and encourage inclusivity</p> <p>Confidence and resilience - Performance opportunities will help to build confidence - Performing music, sometimes outside of students' comfort zones, will teach resilience. Mistakes will help to foster a growth mindset</p>	

		<p>arrangement of a popular song</p> <ul style="list-style-type: none"> • Understand and use key vocabulary relating to popular song structure through listening, appraising and performing <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to analyse and describe the characteristics of riffs, structure, lyrics and melody in popular songs • Perform technically complex parts of well-known songs within a group arrangement of a popular song • Identify how orchestral and acoustic instruments have been used in popular songs • Identify key features in notated music/score arrangement of popular songs 		<ul style="list-style-type: none"> - panning - phasing - syncopation - driving rhythms - balance - standard chord progressions - melismatic and syllabic writing - lead and backing vocals - backing track <p>Numeracy:</p> <ul style="list-style-type: none"> - Note duration - Time signatures (how many beats in a bar) - Division of music into bars/measures - Use of symbols in written music to indicate dynamics, articulation and tempo 	Homework tasks – as outlined in Knowledge Organisers	Music stands	<p>British values</p> <p>- Students will deepen their understanding of popular music in Britain from the 1950s to the present day. They will have the opportunity to learn about the developments in pop music and the reasons behind them, including the development of technology and social and political factors</p> <p>Careers</p> <p>Students will learn about the different performance roles within the music industry and gain an understanding of what it takes to be a successful performer in the music industry</p>
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