

## EPCHS Music Department:

### Year 9 Programme of Study

*In Year 9, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards, guitars, ukulele and music technology. Students will explore the elements of music whilst developing their performing, composing and listening skills. The study of music provides students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.*

Term	Unit of Work	Intent
<b>Autumn</b>	<b>Video Game Music</b>	<p>In this unit, students will explore how music in early video games was created and how it has developed over time. They will begin by listening to examples of early game music and identifying features such as <b>sound effects, chiptunes (8-bit music),</b> and basic <b>synthesised sounds</b>. Students will discuss how limited technology shaped the style of music and how composers used simple melodies and electronic sounds to create atmosphere.</p> <p>Students will investigate how <b>sampling</b>, introduced in the 1980s, allowed recorded sounds to be used in games. They will compare earlier and later examples of game music to understand how sound became more realistic and expressive.</p> <p>Through listening and discussion activities, students will identify where music appears in games, such as title screens (ground themes), menus, and during gameplay. They will analyse how music creates mood by:</p> <ul style="list-style-type: none"> <li>• building <b>tension and suspense</b> during action scenes</li> <li>• signalling important moments, such as decision-making (decision motifs)</li> <li>• changing in response to gameplay, such as collecting items or missing actions</li> </ul> <p>Students will also explore how characters are represented through music. By listening to examples, they will identify <b>character themes (motifs)</b> and describe how these can change depending on the situation. They will experiment with altering musical elements such as <b>tempo, pitch, dynamics, texture, and timbre</b> to reflect different moods or environments.</p> <p>As part of their practical work, students will:</p> <ul style="list-style-type: none"> <li>• Compose their own <b>character theme</b> by creating a 4-bar melody using the <b>C major pentatonic scale</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Experiment with <b>conjunct (stepwise)</b> and <b>disjunct (leap-based)</b> melodic movement</li> <li>• Develop and refine their ideas to match a chosen character or scenario</li> </ul> <p>Finally, students will learn to <b>play a piece of video game music on the keyboard</b>, developing their performance skills and understanding of rhythm, melody, and coordination.</p>
<p style="text-align: center;"><b>Spring</b></p>	<p style="text-align: center;"><b>Dance Music</b></p>	<p>In this unit, students will explore a wide range of dance music styles through listening, analysis, and performance. They will study key musical elements such as <b>tonality</b> (major and minor), <b>tempo</b>, <b>timbre</b>, <b>syncopation</b>, and <b>dotted rhythms</b>, developing their understanding of how these features shape different dance genres.</p> <p>Students will build their listening skills by analysing examples of dance music, including <b>Latin styles</b> such as Tango. They will learn to पहचान the distinctive sound of instruments like the <b>bandoneon</b> and describe the structure and texture of the music, including <b>homophonic textures</b>, <b>riffs</b>, <b>chords</b>, and <b>hooks</b>.</p> <p>As part of their practical work, students will:</p> <ul style="list-style-type: none"> <li>• Learn how to read and understand <b>key signatures</b></li> <li>• Perform an <b>Argentine Tango melody line</b> on an instrument</li> <li>• Explore harmony by working out <b>chords and 7th chords</b></li> </ul> <p>Students will also study the <b>origins and development of Disco music</b>, learning about its key features and cultural background. They will apply this knowledge by learning to play a <b>Disco piece</b>, focusing on groove, rhythm, and chord patterns.</p> <p>The unit will then move on to later styles, including:</p> <ul style="list-style-type: none"> <li>• <b>Funk music</b>, exploring strong bass lines and rhythmic grooves</li> <li>• <b>House music</b>, focusing on electronic and repetitive structures</li> <li>• <b>Garage music</b>, influenced by <b>Gospel and Soul</b></li> <li>• <b>Techno</b>, developed through experimentation with synthesiser-based sounds</li> <li>• <b>Drum and Bass</b>, characterised by: <ul style="list-style-type: none"> <li>○ very fast tempos</li> <li>○ complex, energetic drum patterns</li> <li>○ strong bass lines</li> <li>○ MC-led rap vocals</li> </ul> </li> </ul> <p>Students will listen to and compare these styles, identifying similarities and differences in rhythm, instrumentation, and production techniques, including the use of <b>sampling</b>.</p> <p>To complete the unit, students will learn to <b>play or create a dance music piece or club-style track</b>, applying their understanding of rhythm, harmony, and structure in a practical context.</p>
<p style="text-align: center;"><b>Summer</b></p>	<p style="text-align: center;"><b>Film Music</b></p>	<p>In this unit, students will explore how film music has developed over time and how it is used to enhance storytelling in films. They will analyse a range of film music extracts, focusing on how music supports mood, character, action, and setting.</p> <p>Students will begin by learning about early film, including the <b>cinématographe</b> and the role of music in <b>silent films</b>, where live</p>

		<p>music was used to accompany moving images. They will then explore key techniques used by composers, such as:</p> <ul style="list-style-type: none"><li>• <b>Leitmotif</b> – recurring themes linked to characters or ideas</li><li>• <b>Thematic transformation</b> – developing and changing themes to reflect different situations</li><li>• <b>Sequencing</b> – repeating and developing musical ideas</li></ul> <p>Students will also study how music is synchronised with on-screen action, including the technique of <b>Mickey-Mousing</b>, where the music closely matches movements and events on screen. This will include examples from <b>animated films</b>.</p> <p>Through listening and discussion, students will examine how film music can:</p> <ul style="list-style-type: none"><li>• create atmosphere and mood</li><li>• represent characters and emotions</li><li>• highlight action and movement</li><li>• establish <b>place</b> (geographical location) and <b>time</b> (historical period)</li></ul> <p>As part of the unit, students will:</p> <ul style="list-style-type: none"><li>• Analyse different pieces of film music, identifying key features and techniques</li><li>• Explain how music is used within specific film scenes</li><li>• Perform a piece of film music, developing their instrumental and expressive skills</li></ul>
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