

Year 9 Music Scope & Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Term 1: 'Popular Music'									
	<p>In this unit, students explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Students learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, as well as how different textural layers combine vertically showing awareness of the different parts used in a popular song. Students explore hooks and riffs and learn about their function within popular songs. The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit and showcase a performance piece from their chosen repertoire of a popular artist.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Texture</i> • <i>Tone Colour</i> • <i>Dynamics & Expressive Techniques</i> • <i>Structure</i> 									
	Focus outcomes: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 & 5.12									

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Term 2	Term 2: 'Music for Small Ensembles'									
	<p>This unit's learning focus will be on reinforcing the musical concepts, widening student repertoire and understanding of compositional processes. Students will learn about different types of small ensemble combinations and how these choices affect tone colour and textural variations. Through this unit students will discuss small ensemble performance issues such as balance and voicing they will also rehearse and present a small ensemble performance of their own composition which will lead to them critically appraising music performances of their peers to introduce self-regulated learning on a deeper level.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Texture</i> • <i>Pitch</i> • <i>Duration</i> 									
	Focus outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11 & 5.12									

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Term 3	Term 3: 'Australian Music'									
	<p>This unit provides students with a focus on traditional Indigenous music, Australian art music and more. It is a context based unit that provides opportunities for an exploration of an integrated approach to the learning experiences of performing, composing and listening and further developing students' Australian music knowledge from stage 4. The exploration of musical concepts is emphasised throughout the unit. It begins with the folk music traditions and looks at ways people have incorporated the sounds around them into musical works. Contemporary Aboriginal music and Australian popular music are also examined within this unit. Students will develop their practical skills and focus on Australian repertoire and they ways in which they are able to interpret the music with their playing.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Dynamics & Expressive Techniques</i> • <i>Tone Colour</i> • <i>Texture</i> 									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11 & 5.12									

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Term 4	Term 4: 'Music of a Culture'									
	<p>This unit introduces the polyrhythmic style of Mexican music and identifies its roots in indigenous Spanish and African music. Through performing various Mexican genres such as Mexican Son, Ranchera and Mariachi, students will learn the sounds and understand the roles of each instrument used in such genres, learn about rhythmic loops, polyrhythms, call and response and improvisation in Mexican music as well as experience the exhilaration and physical impact of percussion and string based ensemble music.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Texture</i> • <i>Duration</i> • <i>Tone Colour</i> • <i>Dynamics & Expressive Techniques</i> 									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11 & 5.12									