



Subject		Year	Term												
Music		9	1												
Topic															
Minimalism															
Content (Intent)															
Prior Learning (Topic)		The Music of India													
<p>Building on and developing Year 7 & Year 8 skills of Performing and Composing in groups and developing listening and Appraising skills by developing a GCSE level of vocabulary and its application.</p> <p><u>Minimalism</u></p> <p>This topic investigates some of the main musical features in the late 20th century style of minimalism. Students are given the opportunities to perform in the style, compose using appropriate musical devices and are exposed to some key minimalist compositions from the USA and UK in listening and appraising activities.</p>															
Future Learning (Topic)		Repetitive Structures in Rock and Pop Music													
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)													
<p><u>Minimalism</u></p> <p>Skills Focus</p> <ul style="list-style-type: none"> Disciplined practice, rehearsal and performances. Devising compositions using a range of compositional devices used in minimalism such as extended repetition, additive process and phase shifting. Increasing use of an advanced musical vocabulary suitable for use at GCSE music. <p>Context</p> <ul style="list-style-type: none"> The impact of American Minimalism on contemporary and popular music through listening, performing and composing activities. <p>Content</p> <ul style="list-style-type: none"> Performing: <i>In C and Tubular Bells</i> Listening: <i>Pendulum Music and Different Trains</i> Composing: Using techniques and devices derived from performing, listening and research culminating in a composition based on <i>A momentous event</i>. 		<p><u>Assessment Framework:</u></p> <ul style="list-style-type: none"> Composition planning Composition realisation Listening and composing evaluations Research on the minimalist context – composers, pieces and associations with other art forms. <p><u>Contributing to NC Coverage</u></p> <table border="1"> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td>✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td>✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td>✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td>✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td>✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td>✓</td> </tr> </table>		<i>Play and perform confidently, fluency, accuracy</i>	✓	<i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i>	✓	<i>Use staff and other notations</i>	✓	<i>Inter-related dimensions of music, tonalities, scales, devices</i>	✓	<i>Listening with discrimination – great composers</i>	✓	<i>Deeper understanding of music performed – it's history</i>	✓
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How can parents help at home?															
<ul style="list-style-type: none"> Encouraging wider listening and engaging with the students' homework tasks. Watching YouTube or broadcast clips with students. Encouraging or accompanying concert going. 															
Helpful further reading/discussion (including Reading and Vocabulary Lists)															
<p>Reading</p> <p>Y9 Music Booklet</p> <p>Listening and viewing pieces by: Steve Reich, Philip Glass, Mike Oldfield and others.</p>		<p>Vocabulary Lists</p> <table> <tr> <td>Minimalism</td> <td>Polyphonic</td> </tr> <tr> <td>Phase Shifting</td> <td>Monophonic</td> </tr> <tr> <td>Feedback</td> <td>Imitation</td> </tr> <tr> <td>Augmentation</td> <td>Speech Pattern</td> </tr> <tr> <td>Unison Into Canon</td> <td>Music Technology</td> </tr> <tr> <td></td> <td>Process Music</td> </tr> </table>		Minimalism	Polyphonic	Phase Shifting	Monophonic	Feedback	Imitation	Augmentation	Speech Pattern	Unison Into Canon	Music Technology		Process Music
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