

IMPLEMENTATION

Half-term 1							Half-term 2								Half-term 3						Half-term 4						Half-term 5						Half-term 6						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7

INTENT

<p>The themes for the year/areas of study/the big picture TO BE SHARED WITH STUDENTS (evidence in their books)</p> <p>By the end of year 9, students should be able to:</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a wide range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history 						
<p>Theme & Variation</p> <ul style="list-style-type: none"> • Learn about the ground bass & baroque conventions • Develop composing skills and how to vary a melody • Use primary and secondary triads • Tonality 	<p>Serialism</p> <ul style="list-style-type: none"> • Learn how musical thought changed in the 20th century • Develop a deeper understanding of tonality and atonality • Compose using the techniques of serialism • Learn about the 2nd Viennese School of Composition 	<p>Minimalism</p> <ul style="list-style-type: none"> • Learn about composers • Develop composing techniques • Perform a minimalist piece by Mike Oldfield • Develop notation skills 	<p>Cover Song</p> <ul style="list-style-type: none"> • Understand how to read a lead sheet • Learn how to perform chord progressions • Develop solo and part singing • Develop ensemble skills • Guitar/Drums 	<p>Musical Futures</p> <ul style="list-style-type: none"> • Develop instrumental and vocal techniques • Lead and work as a member of an ensemble • Learn about warm-up techniques, layering and arranging different parts • Sing counter melodies and more complex vocal lines with an awareness of how they fit together • Improvise, arrange and compose within appropriate musical structures 		

IMPACT

Topic, Assessment, Readiness	Topic	Assessment Method	Mark Sch / Grade Boundaries	Knowledge / Skills / Understanding to be shared with students
	Theme & Variation	<ul style="list-style-type: none"> Formative assessment of compositions in lessons Audio/video recording of group compositions Teacher assessed grade 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about the ground bass & baroque conventions Develop composing skills and how to vary a melody with the use of rhythmic development, upper & lower auxiliary notes and accented and unaccented passing notes Use primary and secondary triads Develop awareness of different tonalities and scales including major, minor, pentatonic
	Serialism	<ul style="list-style-type: none"> Peer comments Self-assessment Teacher assessed grades 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn how musical thought changed in the 20th century Develop a deeper understanding of tonality and atonality Compose using the techniques of serialism Learn about the 2nd Viennese School of Composition Use the prime, retrograde, inversion and retrograde inversion rows to create a serialist piece Use vericalisation techniques to create harmony
	Minimalism	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about the minimalist composers Glass, Riley and Reich Develop composing techniques including the use of ostinato, diminution, augmentation and additive techniques Perform a minimalist piece by Mike Oldfield Develop notation skills and the use of irregular time signatures
	The Cover Song	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Understand how to read a lead sheet Learn how to perform chord progressions Develop solo and part singing and ensemble skills Develop instrumental skills using the guitar, ukulele and drums
	Musical Futures	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Develop instrumental and vocal techniques Lead and work as a member of an ensemble Learn about warm-up techniques, layering and arranging different parts Sing counter melodies and more complex vocal lines with an awareness of how they fit together Improvise, arrange and compose within appropriate musical structures