

Subject: Music	Year: 2021/22	Developed by: DH	Date: May 2022
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INTENT

The themes for the year / areas of the curriculum to be studied / the big picture TO BE SHARED WITH STUDENTS (evidence in their books)

“I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.” – Billy Joel

By the end of Year 9, students should be able to:

- Sing regularly from an extended repertoire with a sense of ensemble (phrasing, pitching, dynamics etc.) – Vocal Skills
- Sing homophonic and/or polyphonic harmony in three parts – Vocal Skills – Independent Project
- Create rhythmic accompaniment to support chord sequences
- Continue to develop the technical ability to identify the use of musical elements
- Continue to develop understanding of the meaning and purpose of music being listened to
- Improvise melodies and riffs over chord sequences with a strong awareness of key – Blues
- Improvise a melody on the voice or an instrument to fit with the chord sequences created - Blues
- Compose simple chord sequences on the keyboard/guitar [in C, G, F major, A, E or D minor]
- Compose a melodic line, shaped by lyrics and/or harmonic intent – Ostinato
- Explore melodic line, use of contrast and structural ideas, e.g. ABACA
- Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form – Musical Futures
- Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation - Blues
- Read simple phrases using pitch and rhythmic notation on the treble and bass clef containing some leaps - Blues

IMPLEMENTATION

Overview of Year – Topic area and Assessment	Term 1								Term 2							Term 3						Term 4							Term 5						Term 6					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	3	34	35	36	37	3	3	
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
	<u>Reggae</u>								<u>Vocal Skills – Independent Project</u>							<u>The Blues and Related styles</u>						<u>The Blues and Related styles</u>							<u>Musical Futures – band project</u>						<u>Musical Futures – band project</u>					
	<ul style="list-style-type: none"> ➤ Learn about the origins of Reggae music ➤ Learn a Reggae piece from a well known artist in sections ➤ Play a Reggae piece in full - assessed 								<ul style="list-style-type: none"> ➤ Continue to develop vocal technique – warm ups, more complex vocal parts ➤ Create a 4 chord mash up or appropriate structure of own choice using songs of pupil choice ➤ Sing in multiple parts, including harmony and more complex rhythms ➤ Perform mash up – assessed 							<ul style="list-style-type: none"> ➤ Learn about the origins of Blues music and its links to slavery ➤ Listen to a range of blues tracks and analyse them, using prior knowledge of musical features ➤ Learn and perform 						<ul style="list-style-type: none"> ➤ Learn and perform key components of Blues music, including 12 bar chord structure, walking bass, improvisation etc. ➤ Perform a piece based on the Blues - assessed 							<ul style="list-style-type: none"> ➤ Develop technique on chosen instrument warm ups, more complex vocal parts ➤ Research and choose content suitable for learning in a band 						<ul style="list-style-type: none"> ➤ Develop technique on chosen instrument warm ups, more complex vocal parts ➤ Research and choose content suitable for learning in a band ➤ Perform song(s) 					

			key components of Blues music, including 12 bar chord structure, walking bass, improvisation etc.	<ul style="list-style-type: none">➤ Compose blues lyrics and sing/perform➤ Learn about rag time and other styles related to the Blues		learned - assessed
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