



Music

Key Stage: Year 9 Outline:		Learning Intent Across Activities	Learning Activities	Wider Curriculum
Autumn 1	Leitmotif : Heroes and Villains (6 weeks) –, exploration of leitmotif in films representing different characters and places, exploration of major and minor chords and keys to affect the mood, instrumentation for different characters/places/moods/actions	<ul style="list-style-type: none"> To further develop understanding of leitmotif To develop listening skills to identify key features of a piece of music]To understand how accidentals can affect the mood of music <ul style="list-style-type: none"> To develop an understanding of keys To be able to independently compose a short piece of music using key features To appropriately choose instruments, voices and effects to represent a character or place 	<ul style="list-style-type: none"> Solo keyboard performance Paired keyboard performance Solo composition Listening and appraising <ul style="list-style-type: none"> Self and peer assessment 	<p>FBV Opportunities: Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures</p> <p>Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.</p> <p>Careers and Employability Opportunities: Work related skills: Preparation for K4 / leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity</p>
Autumn 2	Stomp (6 weeks) - percussion workshops, brooms, bins, chairs, syncopation, ensemble skills, leadership, composition, rhythm, semiquavers, rests, shuffle, polyrhythms	<ul style="list-style-type: none"> To understand how different parts of an object or instrument can be used to create timbre To confidently perform a rhythmic piece in time as part of an ensemble <ul style="list-style-type: none"> To develop an awareness of instrumentation To further develop timing skills using syncopation, beat and pulse <ul style="list-style-type: none"> To develop leadership and communication skills 	<ul style="list-style-type: none"> Small ensemble performance Small ensemble composition Listening and appraising <ul style="list-style-type: none"> Self and peer assessment 	
Spring 1	Adverts (6 weeks) – listening tasks and analysis of different adverts, composition of jingles on keyboards, practical activities on keyboards learning to play popular jingles and music from adverts, introduction to indents and jingles	<ul style="list-style-type: none"> To be aware of how music can be used to influence a person To understand how effective music can enhance an advert To be aware of the different ways music can be played and composed in adverts <ul style="list-style-type: none"> To confidently perform an advert jingle To understand the term jingle and how/where it can be used To further develop composition skills by responding to a brief 	<ul style="list-style-type: none"> Solo keyboard performance Paired keyboard performance Paired composition Listening and appraising <ul style="list-style-type: none"> Self and peer assessment 	
Spring 2	Britpop (6 weeks) – exploration of Britpop background and key features, practical performances on keyboards of popular Britpop pieces, Battle between Blur and Oasis, debating skills (blur vs oasis), instrumentation, lyric analysis	<ul style="list-style-type: none"> To develop debating skills and be able to present a valid, well thought out argument <ul style="list-style-type: none"> To be understand Britpop and its influences To be able to perform Britpop pieces confidently on the keyboard To be aware of where modern pop music has its influences <ul style="list-style-type: none"> To develop listening and analysing skills To begin to question the meaning behind some lyrics 	<ul style="list-style-type: none"> Solo keyboard performance Paired keyboard performance Listening and appraising <ul style="list-style-type: none"> Debating Self and peer assessment 	



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Summer 1	The Music Industry (6 weeks) – exploration of careers available in the music industry. Each week focussed on a different career/aspect of the industry, skills developed and used in different careers, practical keyboard activities, composition activities, listening/analysing/reporting activities, managing skills, leadership	<ul style="list-style-type: none">• To be made aware of different careers available in the music industry• To develop different skills that relate to different parts of the industry such as performing, composition, reporting, management, organising/planning• To understand how skills learnt in music can be used and applied in different careers unrelated to music	<ul style="list-style-type: none">• Solo keyboard performance• Paired keyboard performance<ul style="list-style-type: none">• Composition• Listening and appraising<ul style="list-style-type: none">• Self and peer assessment• Organisational activities<ul style="list-style-type: none">• Planning	
Summer 2	Chords (6 weeks) - practical keyboards to further encourage and develop playing with 2 hands, syncopated basslines, chords and triads, theory to add 7ths/aug/min/maj chords, ensemble skills, listening activities based on 4 chord trick (recap from y8)	<ul style="list-style-type: none">• To revise and further develop understanding of staff notation with emphasis on the grand staff<ul style="list-style-type: none">• To further develop listening skills• To develop keyboard skills playing with 2 hands, including triads<ul style="list-style-type: none">• To develop timing and ensemble skills• To be able to confidently perform as a soloist or paired ensemble	<ul style="list-style-type: none">• Solo keyboard performance• Paired keyboard performance• Listening and appraising<ul style="list-style-type: none">• Self and peer assessment	