

# Subject Long Term Plan Year 9 2019-20

## Temperance Term

W/C	2nd September	9th September	16th September	23rd September	30th September	7th October	14th October	21st October
Topic	<b>“Live Lounge” Part 1</b>							
	This topic builds on all skills developed so far in years 7 and 8 and gives pupils the immersive experience of putting together a performance of a popular song with minimal or no input from the teacher. This topic has been developed using the Musical Futures teaching model.							
Challenge	Singing (A) or Playing (D), Musicianship and Critical Engagement (F)							
Assessment	Informal performance and recording							
W/C	<b>HALF TERM</b>	4th November	11th November	18th November	25th November	2nd December	9th December	<b>CHRISTMAS</b>
Topic		<b>“Live Lounge” Part 2</b>						
		This topic builds on all skills developed so far in years 7 and 8 and gives pupils the immersive experience of putting together a performance of a popular song with minimal or no input from the teacher. This topic has been developed using the Musical Futures teaching model. Students will then go on to create a presentation charting the process and further discussion of the song, the band/artist and time and place in which it was created.						
Challenge		Musicianship and Critical Engagement (F) Appraising (E)						
Assessment		Performance, recording and assessment data						

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## Justice Term

W/C	6 <sup>th</sup> January	13 <sup>th</sup> January	20 <sup>st</sup> January	27 <sup>th</sup> January	3 <sup>rd</sup> February	10 <sup>th</sup> February	HALF TERM
Topic	<b>Musical Theatre</b>						
	This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Pupils explore the history and developments of elements of a musical, from their origins in opera, before exploring the impact of an “opening number” (‘All That Jazz’) in terms of chords and vamps, putting together a group performance. Pupils move onto rehearse a full class performance of ‘Cellblock Tango’ (also from “Chicago”), with some great accompanying pupil audio tracks! The unit ends with a choice of pathways - teachers can select whether pupils compose their own scene from a musical based on visual stimuli of a slave marketplace, or whether to continue the performance focus of the unit and allow pupils to work on a group performance of a song from a musical.						
Challenge	Musicianship and Critical Engagement (F), Playing (D)						
Assessment	Informal performance and recording						
W/C	24 <sup>th</sup> February	2 <sup>nd</sup> March	9 <sup>th</sup> March	16 <sup>th</sup> March	23 <sup>rd</sup> March	30 <sup>th</sup> March	EASTER
Topic	<b>Rock ‘n’ Roll</b>						
	This unit introduces pupils to the genre of Rock ‘n’ Roll and its emergence in the 1950’s. Pupils learn about the origins of Rock ‘n’ Roll and features which are characteristic of its style including bass lines, chords and revise the twelve-bar blues as a basis upon which many Rock ‘n’ Roll songs are constructed. Pupils learn about the construction of triads and how these are formed from bass lines as a type of chord producing harmony. Pupil’s take part in an ensemble performance of “Rock Around the Clock” before composing their own Rock ‘n’ Roll songs using features they have learned about during the unit.						
Challenge	Singing (A), Use of Music Technology (G)						
Assessment	Performance, recording and assessment data						

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## Courage Term

W/C	20 <sup>th</sup> April	27 <sup>th</sup> April	4 <sup>th</sup> May	11 <sup>th</sup> May	18 <sup>th</sup> May	<b>HALF TERM</b>
Topic	<b>Indian Music</b>					
	In this unit, pupils will examine how music is used and performed in a non-Western culture (India). They will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks and develop their knowledge and skills in areas such as scales, improvisation and notation. Pupils will become aware of the terms raga and tala and know how these are constructed, composing and performing their own. Pupils discriminate between Indian and other ethnic music and learn the names of common Indian musical instruments.					
Challenge						
Assessment						
W/C	1 <sup>st</sup> June	8 <sup>th</sup> June	15 <sup>th</sup> June	22 <sup>nd</sup> June	29 <sup>th</sup> June	
Topic	KS3 Internal Exams		<b>Composing for Special Occasions/Writing to a Brief</b>			
	In this unit, students will learn how music can enhance an event, and about the challenge of composing music to a brief or commission for a particular event, occasion or audience. It will include guidance on writing lyrics for those choosing a song as their brief and how to draw on their own skill set in creating coherent musical ideas. This is intended as a bridge unit for those embarking on KS4 GCSE Music study and a terminal project for those whose study of Music ends here.					
Challenge	Composing (B), Use of Music Technology (G)					
Assessment	Performance, recording and assessment data					