

# Subject Long Term Plan Year 9

## Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study: Blues	Blues:Introduction in the topic.	Blues:12 Bar Blues Chords	Blues:Practice the 12 Bar Blues and walking bassline	Blues:Composition of Blues song	Blues:Composition of Blues song	Blues:Composition of Blues song	Blues:Assessment of own Blues song	
Objectives	-To understand how Blues music has shaped modern music. -To understand what happened in history, the slave trade and the American oppression that lead to the creation of Blues music. -To be able to play the basslines and the 12 bar blues sequence. -To be able to compose a Blues song using the basslines, 12 bar blues and the blues structure.							
Core Learning	-Background information. -Analysis of songs. -Start learning the walking bassline	Learn about the 12 Bar Blues Chord sequence and put this with the walking bassline	Practicing two hands together for the 12 Bar Blues and the basslines.	Blues lyrics	Lyrics and music	Finalising the song	Performance of Blues song for assessment. Assessed on: -Lyrics -12 Bar Blues Chord sequence -Bassline -Structure	
Opportunity for Challenge	Play the 12 Bar Blues chord sequence and the walking bassline	Learn the other basslines: Boogie rooms, Changing boogie, Driving boogie	Learn the other basslines: Boogie rooms, Changing rooms, Driving boogie.	Use Guitars, Ukulele, Drums as well and Keyboard	Use Guitars, Ukulele, Drums as well and Keyboard	Use Guitars, Ukulele, Drums as well and Keyboard	Lead the group performance.	
Assessment		Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Performance of Blues song	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Area of Study Barbershop Quartets	Introduction in the topic.	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Assessment of Barbershop	
Objectives	-To understand the history of Barbershop Quartets. -To understand harmony. -To create a Barbershop performance of a pop song. -To enhance ensemble skills.						
Core Learning	-Background information. -Analysis of songs. -Choose your song to change into Barbershop	4 part harmonies	-4 part harmonies -Voice as backing	-4 part harmonies -Voice as backing (instrument sounds) -Body or vocal percussion sounds	Rehearse previous lessons work for a polished performance.	Performance criteria: -4 part harmony -use of voice as a backing (mimic guitar,piano parts) - using voice or body for percussion sounds -Timing	
Opportunity for Challenge	Think about adding voice as background as well as 4 part harmony.	Think about adding voice as background as well as 4 part harmony.	Think about adding voice as background as well as 4 part harmony.	Think about adding voice as background as well as 4 part harmony.	Think about adding voice as background as well as 4 part harmony.	Lead the group performance	



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<b>Assessment</b>		Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Performance of the groups chosen piece as Barbershop	

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## Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Area of Study: Dance Music	Dance Music: Introduction to the topic	Dance Music: Compose				Assessment of Dance Music	
Objectives	<ul style="list-style-type: none"> <li>-To understand the genre Dance Music.</li> <li>-To understand elements of Dance Music.</li> <li>-To compose your own piece of Dance Music using these elements.</li> <li>-To be confident using Garage band or Bandlab.</li> </ul>						
Core Learning	-Background information. -Listening and analysing Dance Music. -Intro into Garage band.	-Decide on instruments wish to use. -Think about the build up of layers.	-Continue composing your piece. -Add the build up into each section.	- Composition continued. -think about the structure of the song.	Final composition lesson.	-A catchy melody -A catchy beat -An electronic build up of speed and volume -Use of Music technology	
Opportunity for Challenge	Use the elements of music to answer the questions.	Look at syncopated rhythms	Look at the sections and make them the same length	Think about how you can develop each idea more	Think about how you can develop each idea more		
Assessment	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Music will be recorded using an Ipad or a tablet. Assessment will be on the audio.	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Area of Study: Band work: 3 and 4 chord songs	Band work: 3 and 4 chord songs: Introduction to the topic	Band work: 3 and 4 chord songs: Band rehearsal				Assessment of Band work	
Objectives	<ul style="list-style-type: none"> <li>-To understand popular music.</li> <li>-To understand chords and chord progression.</li> <li>-To learn how to play these chords on a chosen instrument.</li> <li>-To enhance ensemble skills.</li> </ul>						
Core Learning	-Background information. -Listening and analysing Axis of awesome. -Introduction into the song choices and chord sheets.	-Individual rehearsal of your part. -Ensemble rehearsal -Timing. -Work on a section at a time.	-Individual rehearsal of your part. -Ensemble rehearsal -Timing. -Work on a section at a time.	-Individual rehearsal of your part. -Ensemble rehearsal -Timing. -Work on a section at a time.	-Ensemble rehearsal. -Timing. -Polish off the performance.	Performance criteria: -Vocals and harmony. -use of different instruments. -Timing.	
Opportunity for Challenge		Combine these sections together.	Combine these sections together.	Combine these sections together.	Combine these sections together.	Lead the group performance	



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Assessment	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	The performance is assessed.	
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## Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
<b>Area of Study: Music in the Media</b>	<b>Music in the Media: Introduction to the topic.</b>	<b>Music in the Media: Create own advert. Compose the music.</b>	<b>Music in the Media: Continue composing.</b>		<b>Music in the Media: Continue composing and finish off composition.</b>	<b>Assessment of Music in the Media.</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-To understand the importance of music in adverts.</li> <li>-To understand how to use the elements of music to draw in the demographic.</li> <li>-To compose a piece of advert music.</li> <li>-To be confident using Garage band or Bandlab.</li> </ul>						
<b>Core</b>	-Background information -Listening and analysing a range of adverts. -Learn about demographic audience. -Start creating your advert.	-Using garage band start composing the background music and jingle for your advert.	-Using garage band continue composing the background music and jingle for your advert. -Start adding layers.	-Using garage band continue composing the background music and jingle for your advert. -Continue adding layers.	-Using garage band continue composing the background music and jingle for your advert. -Continue adding layers.	Assessment Criteria: -A catchy melody -A catchy beat -A catchy slogan -Use of Music technology	
<b>Challenge</b>	Finish your advert.	Think about the demographic.	Think about the demographic.	Think about the demographic.	Think about the demographic.	Take a leading role in the performance.	
<b>Assessment</b>	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	A combination of recorded music on Garage band and live.	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
<b>Area of Study: Samba</b>	<b>Samba: Introduction to the topic.</b>	<b>Samba: Learn Intro and recap main groove A.</b>	<b>Samba: Recap Intro and main groove A. Learn main groove B</b>	<b>Samba: Recap Intro, main groove A and B. Learn Call and Response sections.</b>	<b>Samba: Rehearse the whole piece and add outro.</b>	<b>Assessment of Samba.</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-To understand the culture and history of Samba.</li> <li>-To be able to play your part in the ensemble with good timing.</li> </ul>						
<b>Core</b>	-Background information. -Listening and analysing Samba. -Learn about the different instruments. -Start leaning main groove A.	-Individual sections learn the rhythm. -Build of these rhythms. -Start the section altogether. -Timing.	-Individual sections learn the rhythm. -Build of these rhythms. -Start the section altogether. -Timing.	-Individual sections learn the rhythm. -Build of these rhythms. -Start the section altogether. -Timing. -Adding Call and Response.	-Rehearsal of the whole piece. -Timing. -Call and Response. -Learn outro.	Assessment Criteria: -Timing for own section. -Timing as an ensemble. -Listening to the Cues. Timing of the Call and Response sections.	
<b>Challenge</b>	Keeping in time with your section and the whole ensemble.	Keeping in time with your section and the whole ensemble.	Keeping in time with your section and the whole ensemble.	-Keeping in time with your section and the whole ensemble. -Take a leading role in Call and Response.	-Keeping in time with your section and the whole ensemble. -Take a leading role in Call and Response.	Keeping in time with your section and the whole ensemble.	



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Assessment	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Teacher,/Peer feedback Self reflection	Performance of the piece.	
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