Subject Long Term Plan Year 9 2020-21

Temperance Term

W/C	7th September	14th September	21st September	28th September	5th October	12th October	19th October	
Topic	Musical Theatre	Musical Theatre	Musical Theatre	Musical Theatre	Musical Theatre	Musical Theatre	Musical Theatre	HALF TERM
	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 performance. Pupils move onto rehearse a performance of ' The Ballad of Sweeney Todd'. Pupils will also look at social/historical context of 'Hamilton' with its rap style. 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 performance of a song from a musical.							
Challenge	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	
Assessment	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	
W/C	2nd November	9th November	16th November	23rd November	30th November	7th December	CHRISTMAS	
Topic	Rock n' Roll	Rock n' Roll	Rock n' Roll	Rock n' Roll	Rock n' Roll	Rock n' Roll		
	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. Pupils take part in pairs in performance of Rock around the Clock before attempting to compose their own.							
Challenge	Use of Music Technology	Use of Music Technology	Use of Music Technology	Use of Music Technology	Use of Music Technology	Use of Music Technology		
Assessment	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data		

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Chichester Free School
Nurture • Challenge • Inspire

Justice Term

W/C	4th January	11th January	18st January	25th January	1st February	8th February	
Topic	What makes a good song? (Musical Contexts)						HALF TERM
	This unit explores the popularity and appeal of popular song as a genre through four key features that make up a "good song": RIFFS, STRUCTURE, MELODY and LYRICS. The unit begins with two case studies of "good" popular songs: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra, both of which demonstrate the four key features of the unit clearly, (although teachers may freely substitute these with alternatives depending on preference or accessibility). Pupils explore the case study songs by singing and putting together short performances using different parts and textural layers which make up the songs: lyrics/vocals, riffs, chords, bass lines. Through singing the songs, pupils explore the LYRICS and the subject matter and themes of the songs. They investigate the importance of the memorable RIFFS used within the songs and examine how both songs are STRUCTURED, establishing a range of key musical vocabulary essential in describing form and structure within popular songs. The MELODY is investigated in terms of being memorable and in terms of melodic motion, using the terms conjunct and disjunct and how a stepwise melody or riff is often a feature of a "good song". Throughout the unit, pupils use LEAD SHEETS to perform from and to analyse musical features from as a form of musical notation which feature lyrics, chords, chord symbols and staff notation. The unit ends with optional pathways for pupils to create their own popular song, using the features of RIFFS, STRUCTURE, MELODY and LYRICS or to work towards performing an arrangement of a popular song from a lead sheet demonstrating these musical features.						
Challenge	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	Musicianship and Critical Engagement , Playing	
Assessment	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	
W/C	22nd February	1st March	8th March	15th March	22nd March	29th March	EASTER
Topic	Live Lounge Part I						
	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 mode l.						
Challenge	Singing or Playing , Musicianship and Critical Engagement	Singing or Playing , Musicianship and Critical Engagement	Singing or Playing , Musicianship and Critical Engagement	Singing or Playing , Musicianship and Critical Engagement	Singing or Playing , Musicianship and Critical Engagement	Singing or Playing , Musicianship and Critical Engagement	
Assessment	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	Informal performance and recording	

Subject Long Term Plan Year 9 2020-21

Courage Term

W/C	19th April	26th April	3rd May	10th May	17th May	24th May	HALF TERM
Topic	Live Lounge Part II						
	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 Appraising	Musicianship and Critical Engagement Appraising	Musicianship and Critical Engagement Appraising	Musicianship and Critical Engagement Appraising	Musicianship and Critical Engagement Appraising	Musicianship and Critical Engagement Appraising	
Assessment	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	Performance, recording and assessment data	
W/C	7th June	14h June	21st June	28th June	5th July	12th July	**SUMMER**
Topic	Composing for Special Occasions/Writing to a given brief						
	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, Use of Music Technology	Composing, Use of Music Technology	Composing, Use of Music Technology	Composing, Use of Music Technology	Composing, Use of Music Technology	Composing, Use of Music Technology	
Assessment	KS3 Internal Exams		Performance, Recording and Assessment Data	Performance, Recording and Assessment Data	Performance, Recording and Assessment Data	Performance, Recording and Assessment Data	