

Subject: Music		Year Group: 9
<p>Term 1 Key Focus/Topic(s): Musicals</p> <ul style="list-style-type: none"> • Notation • Transcription • Levels of difficulty • Forms of accompaniment 	<p>Term 2 Key Focus/Topic(s): Reggae</p> <ul style="list-style-type: none"> • Off beats and syncopation • Lyric writing • Verse and chorus structure 	<p>Term 3 Key Focus/Topic(s): Musical contrast (trailers)</p> <ul style="list-style-type: none"> • Orchestral families • Fanfare • Tonality • Forms of accompaniment
<p>Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: SMHW (Show My Homework) Quiz</p>	<p>Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: SMHW (Show My Homework) Quiz</p>	<p>Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: SMHW (Show My Homework) Quiz</p>
<p>Term 4 Key Focus/Topic(s): Protest Song</p> <ul style="list-style-type: none"> • Computer editing vocals • Midi instruments • Digital production • Technological effects – echo, reverb etc 	<p>Term 5 Key Focus/Topic(s): Band project</p> <ul style="list-style-type: none"> • Chord progressions • More complex chords • How to research and choose an appropriate piece to learn • Composing additional material 	<p>Term 6 Key Focus/Topic(s): Band project (cont.)</p> <ul style="list-style-type: none"> • Chord progressions • More complex chords • How to research and choose an appropriate piece to learn • Composing additional material
<p>Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research and provide mp3 file to edit</p>	<p>Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide</p>	<p>Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide</p>

Rationale:**Unit 1**

- Builds on keyboard project work started in Year 7 and 8
- Develops understanding of staff notation and introduces transcription
- Expands understanding of the elements of music, with a particular focus on pitch, time signature and tempo

Unit 2

- Builds on keyboard and ukulele project work started in Year 7 and 8
- Develops understanding of lyrics and rhythmic notation
- Expands understanding of the elements of music, with a particular focus on melody, harmony and dynamics

Unit 3

- Builds on keyboard project work started in Year 7 and 8
- Develops understanding of notating composition and orchestral families
- Expands understanding of the elements of music, with a particular focus on harmony, expression and tonality

Unit 4

- Builds on computer project work started in Year 7 and 8
- Develops understanding of notating composition and orchestral families
- Expands understanding of the elements of music, with a particular focus on harmony, expression and tonality

Unit 5

- Builds on chord and melody project work started in Year 7 and 8
- Develops understanding of independent learning of musical material
- Expands understanding of the elements of music, with a particular focus on chords, melody and structure

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback