

			drama club /School production/ Trips /Workshops Gatsby Benchmark –careers linked to the music industry – performers, composers, engineers, reporters etc. Use ‘Unifrog’ for homework tasks to research employment opportunities for music tasks in Year 9 – Performers, Composers and writers.
	1st half term	2nd half term	3rd half term
Knowledge and Knowledge Extension	<p align="center">What Makes a Popular Song</p> <p>Performing focus Know how to read ukulele /guitar diagrams and how chords are used in popular music</p> <p>Key vocabulary: Strumming patterns, major and minor chords, accompaniment</p>	<p>Reggae</p> <p>Performing focus</p> <p>Know the key musical features of reggae</p> <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat</p> <p>Key composers: Bob Marley and the Wailers, Jimmy Cliff, Desmond Dekker</p>	<p>Indian Music</p> <p>To have an appreciation of music from across the world and understand how it uses different tonalities, scales and rhythms. To know the main features of music from India.</p> <p>Key vocabulary: master drummer, improvisation , table Sitar , tambura , Raga ,</p> <p>Key musicians: Ravi Shankar and Anoushka Shankar</p>
Building on	<p>Using a variety of practical exercises pupils will learn about rhythm and chords in popular music pieces Using a selection of pieces, we will look at chords and the notes of the stave. Pupils will perform from sheet music, continuing to develop their use of notation skills and keyboard skills from last term. This unit will also support their knowledge of the history of different styles of music.</p> <p>Students will develop their skills in:</p> <p>Performing Music:</p> <ul style="list-style-type: none"> • Play with reasonable fluency and accuracy • Perform simple parts on the keyboard and tuned percussion • Keeping time with others 	<p>Play basic riffs on the bass guitar. Put together a group performance that uses off beat chords, a bass riff and a main vocal line.</p> <p>What are the main musical features of reggae? What are the lyrics about and how is this typical of reggae music. Students will develop their skills in:</p> <p>Performing Music:</p> <ul style="list-style-type: none"> • Play with reasonable fluency and accuracy • Perform simple parts on the keyboard and tuned percussion • Keeping time with others • Perform by ear and simple notations • A band performance of Three Little Birds <p>Composing Music:</p>	<p>Play a Raga piece from Musical Contetxs and learn the raga scale and different layers of sounds.</p> <p>Where would this kind of music be performed? How does it sound different to classical/pop music?</p> <p>Performing Music:</p> <ul style="list-style-type: none"> • Play with reasonable fluency and accuracy • Perform simple parts on the keyboard and tuned percussion • Keeping time with others • Perform by ear and simple notations • A band performance of Indian Rag Dhesh <p>Composing Music:</p> <ul style="list-style-type: none"> • Improvise repeated patterns • Improvise simple melodic /rhythmic phrases • Share a range of ideas in group tasks

	<ul style="list-style-type: none"> • Perform by ear and simple notations <p>Composing Music:</p> <ul style="list-style-type: none"> • Improvise repeated patterns • Improvise simple melodic /rhythmic phrases • Share a range of ideas in group tasks • Create pop compositions which have a sense of structure • Compose using a variety of notations • Create compositions which explore different sounds and the musical elements <p>Understanding Music:</p> <ul style="list-style-type: none"> • Recognise a variety of different instrument sounds 	<ul style="list-style-type: none"> • Improvise repeated patterns • Improvise simple melodic /rhythmic phrases • Share a range of ideas in group tasks • Create pop compositions which have a sense of structure • Compose using a variety of notations • Create compositions which explore different sounds and the musical elements <p>Understanding Music:</p> <ul style="list-style-type: none"> • Recognise a variety of different instrument sounds 	<ul style="list-style-type: none"> • Create pop compositions which have a sense of structure • Compose using a variety of notations • Create compositions which explore different sounds and the musical elements <p>Understanding Music:</p> <ul style="list-style-type: none"> • Recognise a variety of different instrument sounds from the INDIAN Music culture
Assessment	Peer. Self and teacher verbal feedback. Performance work analysed and evaluated using outcomes- video recording and Radar 3-part assessment criteria. All pupils perform their work.	Peer. Self and teacher verbal feedback. Performance work analysed and evaluated using outcomes- video recording and Radar 3-part assessment criteria. All pupils perform their work.	Peer. Self and teacher verbal feedback. Performance work analysed and evaluated using outcomes- video recording and Radar 3-part assessment criteria. All pupils perform their work.

YEAR 9

Term	Topic	Objectives	Skills	Assessment
Autumn 1	Popular Song/What Makes a Good Song ?	<ul style="list-style-type: none"> Understand that pop songs come from a variety of styles and traditions Perform songs from this genre Understand the creative writing process and techniques for song writing which links to Composing tasks Compose a pop song 	<ul style="list-style-type: none"> Composing Performing Listening 	Performance & Listening assessment-examples From Musical Contexts Research task on Google Classroom
Autumn 2	Reggae	<ul style="list-style-type: none"> Understand the social and cultural influences behind reggae- Listening Perform “Three Little Birds” as part of a group 	<ul style="list-style-type: none"> Performing Listening 	Performance assessment and Listening test- Three Little Birds and My Boy Lollipop Research task on Google Classroom
Spring 1	Indian Music	<ul style="list-style-type: none"> Understand Indian music and the instruments used Listen and appreciate cultural influences Perform and compose an Indian raga or tala 	<ul style="list-style-type: none"> Listening Performing Composing 	Performance assessment – performing Indian ragas and talas. Composing – examples of Raga using the scales from Indian Raga

AHCHS - Reporting Criteria in Music:

Knowledge and Skills at KS3 Year 9:

Students will develop their KNOWLEDGE of:

- the elements of music (pitch, dynamics, tempo, texture, sonority (timbre), rhythm, metre, melody, harmony, tonality, articulation).
- musical symbols (such as notes on a staff, treble clef, time signatures, accidentals).

- notes of the keyboard (able to know the notes without support).
- treble clef notation (have a good understanding of treble clef notation for use in practical tasks).
- rhythmical musical symbols (crotchets, minims, quavers, equivalent rests etc.).
- musical genres (developing understanding of the musical features within a variety of musical genres. exploring the contexts, origins and traditions of different musical styles).
- musical vocabulary (knowledge of various musical terms, including Italian terms and ability to apply them correctly to various musical tasks). N.B. This knowledge is in addition to the development of their Year 8 musical knowledge, which will now be explored at a more advanced level.

Students will develop their SKILLS in:

Performing Music:

- singing with expression, clear diction, fluency and accuracy – both solo and in a group
- demonstrating high level of confidence in performance
- maintaining an appropriate role within a group (leading, solo part or support)
- showing awareness of the needs of others in group tasks
- performing fluently and accurately on the keyboard and tuned percussion
- performing longer parts from memory and/or from music notations

Composing Music:

- improvising melodic/rhythmic material within extended structures
- using tempo and dynamics creatively
- sustaining and developing musical ideas
- making significant contributions to a group
- composing music for different genres which explore musical features and devices
- using rehearsal time effectively to refine material.

Understanding Music:

- identifying different genres of music and their features within listening tasks.
- describing and comparing musical features in listening tasks, using appropriate vocabulary
- recognising a variety of different instrument sounds, knowing the instrument families (to a higher level)
- knowing the musical elements and recognising them in listening tasks (to a higher level)
- considering successful/non-successful outcomes and improve their own and others' work
- describing and comparing musical features in listening tasks, using appropriate vocabulary
- evaluating how venue, occasion and purpose affect the way music is created performed and heard
- exploring the contexts, origins and traditions of different musical styles
- beginning to analyse music in more detail, using key words and musical terms
- using appropriate musical vocabulary when creating or evaluating work N.B. The skills in performance, composition and listening & appraising are in addition to the skills they have learnt in Year 8 but working to a more advanced level