

Long-term planning

Music - Year 9

Year 9 Themes	Challenging chords, sharps & flats, rhythm, notation, elements of music – Reggae (P) (L)	Music production, dance music – DJ Skills (P)	Keyboard skills, notation, chords, melody, elements of music – Hooks and Riffs (P) (L)	Music production, music software, music technology, melodic creation, pentatonic scale, chord creation, elements of music – Computer game music (C)
The year 9 curriculum is designed to REFINE and EMBED the students' knowledge and understanding of music gained throughout years 7 & 8. It is designed to further stimulate students' interest in music, provoke their creativity and experience more non-traditional methods of	Students will know that			
	Students will know the social, historical and cultural context of Reggae music. They will be introduced to the primary chords in the key of A major. Students will know that a sharp makes the pitch sound higher and a flat makes it lower. Students will build on their notation reading introduced in year 7 & 8 and will be challenged to read and perform more syncopated rhythms. They will build on the keyboard skills developed in year 7 & 8 and will be encouraged to perform with both hands in time to a steady pulse. By listening to reggae songs, they will be able to identify key features and recognise these in their performance.	Students will know the social, historical and cultural context of Dance music. Students will know that dance music is in 4 beats per bar. Students will know what a DJ/turndablist does. Students will know what a turntable is and that it can be used to play music as well as create and manipulate sound. Students will know that the skill of a DJ is being able to use the jog wheel to beat match and seamlessly transition from one track into another.	Students will know the difference between a hook and a riff. Students will know how to recognise a hook or riff in a song. Students will know the characteristics of a good hook/riff (short, memorable, small number of notes, easy to sing). Students will know the difference between a melodic and a rhythmic riff. Students will know that a hook and riff is usually referred to in popular music, but it is called an ostinato in more traditional music.	Students will know that free online music software is available. Students will know the early characteristics of 8-bit computer game music. Students will know that early game music uses very basic sound cards. Students will know that the pentatonic scale only uses 5 notes. Students will know that extra notes and beats can be added to make the music more effective. Students will know that computer game music has developed from monophonic to polyphonic textures.

<p>composition and performance. The elements of music, the understanding of notation and continuing to improve their keyboard skills still underpin the year 9 curriculum but with the additional introduction of music production and alternative DAW software offering more modern methods of composition and performance. Our desire is to allow them the freedom to express</p>	Students will know how to			
	Students will know how to construct and play the A, D, & E major chords utilising the black notes for the sharps. Students will know how to recognise certain reggae characteristics. Students will learn and know how to perform all aspects of a reggae song on the keyboard, including the melody, chords, bass riff.	Students will know how to recognise the pulse in dance music. They will understand how to create a set list using Serato software. Students will understand how to use the turntable to load songs, adjust the tempo, play and stop the music. Students will know how to adjust the treble, bass, filters and EQ to manipulate the sound of the music. Students will know how to use the headphones to prepare a suitable second track, adjust the tempo, beat match using the jog wheel, get the track in time, remove the bass and use the faders to transition smoothly from one track to another.	Students will know how to read the music notation and relate this to the keyboard. Students will know how to practice and perform some famous riffs on the keyboard using correct technique. Students will know how to perform a riff in time to a steady pulse. Students will know how to use both hands to perform a riff.	Students will know how to use the software 'Beepbox' to create 8-bit music. Students will know how to create melodies using the pentatonic scale. Students will know how to select different timbres to ensure the music sounds good. Students will know how to create rhythms. Students will know how to add extra notes to create harmony or more melodic lines. Students will know how to create music to bring Super Mario game to life.
	Vocabulary and the concepts they link to			
	Chords I IV & V in key of A major, sharps, flats, Notation, Pitch, Rhythm, Syncopation, keyboard notes	Music production, rhythm, pulse, metre, sequencing, tempo, treble, bass, filters, EQ, faders, beat match, dance music, headphones, turntable, jog wheel	Melody creation, pitch, rhythm, syncopation, pulse, notation, keyboard notes, chords,	Music production, melody creation, pentatonic scale, rhythm, timbre, monophonic/polyphonic sound, chord creation, note duration, music technology, structure,
	Assessment			
	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their Reggae performance (P) at the end of the project. They will also complete a music listening and appraising (L) assessment. Progress will be assessed based on their ability to perform accurately and fluently using the correct technique.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their DJ performance (P) at the end of the project. Progress will be assessed based on their ability to move smoothly from one track to another accurately and fluently using the correct technique including faders, bass, beat matching etc.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their Hooks/Riffs performance (P) at the end of the project. They will also complete a music listening and appraising (L) assessment. Progress will be assessed based on their ability to perform accurately and fluently using the correct technique and based on the level of difficulty of riff they perform.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their 8-bit music composition (C) at the end of the project. Progress will be assessed based on their creativity and ability to compose music effectively that reflects the style of music and their original intentions.

<p>themselves through different mediums of music, expand their musical skill set and cultivate a lifelong interest in the subject.</p>	Diversity & development of cultural capital			
	<p>Understanding the slave trade, how reggae music helps to form the history of music, exposure to listening to different genres of music, Rastafarian religion, Bob Marley. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>Understanding the history of dance music and how it originated. Developing their ability to express themselves musically using a DJ deck, providing exposure to listening to different genres of music. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>Music identification and analysis. Listening to different styles of music which all contain riffs/hooks. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.</p>	<p>1980's music and computer games. Music timbre development, polyphonic sounds. Musical textures and sophistication developing the intensity and excitement of music.</p>
	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment
	<p>Links to history, RE, Geography. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public.</p>	<p>Links to PE, Maths, Popular music</p>	<p>Maths. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public</p>	<p>Links to IT, Maths, graphics/art. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson.</p>