

## Music – Year 9

## Long-Term Plan 2024-2025

Calendar	Торіс	Assessment	Sequencing and Coherence concepts - themes - skills	<b>Literacy</b> reading - vocabulary - oracy - writing
Autumn Half Term 1 and Autumn Half Term 2	Continuing the development of guitar, bass, ukulele, percussion and voice skills.  Working together in an ensemble.  Pupils do one musical futures style workshop, one vocal workshop and then select their main instrument and complete an initial skills audit.	Formative assessment:  Teacher observations of instrumental practice, individual and whole class.  Mini key words tests peer/ self-assessed in class.  Summative assessment:  Teacher observation of small group performances performing a pop song working with various instruments/ voice.  Skills audit – initial and final	Music performance & instrumental  To be taught after Band skills 1 and 2 as pupils must have had some experience on a range of instruments in order to specialise and select their main one.  Professional skills such as writing a skills audit and practice diary require underpinning understanding of how to practice effectively and what makes a good performance, which will be covered in Band skills 1 and 2.  Pupils will select their main instrument and will focus on this instrument through the course of Y9 in order to secure skills on that instrument.  Declarative knowledge – Learning key term definitions and memorising chord positions/ patterns.  Procedural knowledge – Develop pop band instrumental skills, knowing how to fill in a skills audit.  Disciplinary knowledge – Pupils to self-reflect and monitor their own progress through skills audit and practice diary.	Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc)  Pupils practice oracy in frequent class discussion/ peer feedback.  Pupils reintroduced to using talk tactics during this half term in relation to key words – particularly during plenaries when describing the work they have done  Pupils to write a practice diary and skills audit.

	(Horror) Film Music – Securing DAW skills  Diagesis, Foley, Mickey Mousing, Dissonance/Consonance,	Pupils complete and submit short projects each lesson which will be reviewed by teacher.	Music technology/ production  Music creation and music theory.  Music in culture, styles & genre.  This unit functions as an intermediate stage	Pupils to learn and explore unit specific terminology (Diagesis, Foley, Mickey Mousing, Dissonance/Consonance, Atonal music, Leitmotif)
Spring Half Term 3 and Spring Half Term 4	Atonal, Leitmotifl	2. Practice written commentaries in class.  Summative assessment:  3. Pupils produce a final Film Music composition in pairs to fit a brief/ story board, demonstrating confident DAW use and an understanding of key film music features.  4. Pupils will write a commentary describing how their music fits with the story board brief.	between grasping fundamentals of using a DAW, and being able to confidently use it to create original music. EDM music facilitates an effective way of chunking music production skills due to the type of layering involved in the compositional process.  Declarative knowledge – Knowing where different functions are on BandLab, learning key features of Film Music, learning music technology terminology.  Procedural knowledge – Knowing how to use a digital audio workstation. Knowing how to write a compositional commentary.  Disciplinary knowledge – Analysing existing Film music and using this to influence own work.	Pupils to continue to practise oracy/talk tactics with the new vocabulary in terms of film music  Pupils to practice writing a commentary using PEEL structure and writing frames. Commentary must include confident and accurate use of key terminology.
Summer Half Term 5 and Summer Half Term 6	Song writing - What makes a good pop song?  Pupils write their own "good" pop song in groups and perform on their primary instrument.	Formative assessment:  1. Teacher observations of instrumental practice, individual and whole class.  2. Practice diary  Summative assessment: Teacher observation of small group performances performing their own original pop song	Music creation and music theory.  Music performance & instrumental  To be taught after Band skills 1, 2 and 3 as it is assumed pupils have instrumental skills on a primary instrument. Focus of the unit is music creation so good performance skills and ensemble skills are a requirement.  Declarative knowledge – Learning pop music key terms, learning industry definitions and job roles.  Procedural knowledge – Develop pop band instrumental skills and song writing skills.  Disciplinary knowledge – Analysing pop songs, target audience, songs in industry and financial side of music production.	Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc)  Pupils practice oracy in frequent class discussion/ peer feedback.  Pupils by now should be consistent with their use of talk tactics when talking about their work  Pupils to write a practice diary.  Pupils present written research on job roles in industry.