

# Long Term Plan Year 9 Music

Subject driver: Every hour a Musical Experience, exploring with awe and wonder

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which **all** students can participate. We work to develop **skills, knowledge** and **understanding** through a wide **variety** of practical musical experiences which will also allow students to explore **social, moral, cultural** and **spiritual** understanding through **experiential learning** whilst building **cultural capital**.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link	Explicit Vocabulary
1 and 2	Blues	<b>To be able to explain the history of the blues.</b>	To be able to perform a piece of music based on the blues and improvise around the blues chord sequence.  Improvisation Keyboard Playing to a set backing	Experiencing the walking bass and chord sequence practically on a keyboard. Learning how the music has historically evolved into jazz and other 20 <sup>th</sup> century genres	Bb – flats not correctly played. Incorrect identification of instruments. Playing chords in the sequences not individual notes for the backing on the keyboard	Keyboard performance skills. Notation, reading and small ensemble performances	The blues links into Popular music and other music's studied as KS4 and 5	Developing the performance structure Playing both hands together with a backing Playing harder blues and Jazz pieces (available up to grade 8)	Historical and modern-day slavery	MOBO Listening to other Blues composers and performers in different genres Jools Holland Eric Clapton Bessie Smith	Links to Performance careers including performers that primarily are recognised for improvisation	Walking Bass Sequence Blues notes
3 and 4	Video Game Music	<b>To be able to identify and explain the different characteristics of selected musical</b>	To be able to perform a piece of gaming music on an instrument To be able to	Using a DAW to create music appropriate for a video game Developing	The music stays the same  Not aligning up synchronised	Cartoon Music Year 7	Film Music and sequencing composition work in KS4	More involved used of DAW devices and ways to manipulate the sound.	How video games affect society and our way of life	Links to Film and TV music - appropriateness of games with high safety	Composing for gaming	Adaptive music Underscore

		<b>genres, styles and traditions</b>	compose a piece of music for a video gaming scene	keyboard skills to perform a Video game theme	changes in action			To create the desired effect		age guidance ratings etc.		
5 and 6	4-Chord Songs and Cover Songs	<b>To be able to analyse and, compare the different devices and musical features used in popular music.</b>	To be able to perform a cover song in a group or as an individual	Developing their KSU through analysis of performances and then an ensemble performance	How difficult to perform a piece of music in a group accurately and fluently	This links to all previous music work and builds on performance and knowledge and understanding of musical devices in popular song	Prepares pupils for KS4 and 5 ensemble performances, establishes routines and practice techniques required	This can be through the difficulty level of the ensemble and the type of genre depending on the pupil	Music can be taken from any of the popular music genres. Social and communicative interactions developed during practice and performance	Researching a wide range of performance pieces from the popular music genre	Performances and group management skills Working to a deadline.	Riffs Verses Chorus