

Unit.	Activities.	Learning Outcomes - What you will learn to do
<p><b>1) Elements of Music</b></p>	<p><b>Revision of the elements of music</b> learned in Year 8.</p> <p><b>Recorder and Ukulele</b> – your new booklet will include new pieces/ notes/chords and ensembles for the year.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the Big Picture for Year 9</li> <li><input type="checkbox"/> Revise and reinforce the recorder skills that I have accomplished to date</li> <li><input type="checkbox"/> Use a rhyme to aid memory of elements of music</li> <li><input type="checkbox"/> Understand and explore the meaning of each element</li> <li><input type="checkbox"/> Choose how to implement the ‘Elements of Music’ in my playing</li> <li><input type="checkbox"/> Understand how to play the note C# &amp; its position on the staff</li> <li><input type="checkbox"/> Be able to play D major and understand that a scale is a row of notes</li> <li><input type="checkbox"/> Be able to play ‘Recorder Boogie’ Part 1 (CAT1)</li> <li><input type="checkbox"/> Understand and be able to hold and use the downward strum on the Ukulele. (Learn Ukulele in 7 days App)</li> <li><input type="checkbox"/> Learn how to play the chord of C and complete an easy rhythm exercise</li> <li><input type="checkbox"/> Learn the upstroke and how to play the G chord</li> <li><input type="checkbox"/> Learn a strumming pattern and ‘Hush Little Baby’</li> </ul>
<p><b>2) Pulsation</b></p>	<p>Find the ‘<b>pulses</b>’ or <b>beats</b> of different pieces of music and describe them. Make up ‘pulse pieces’ based on rhythmic <b>patterns</b> called <b>ostinatos</b>. Comparing and naming the different <b>metres/ beats in the bar</b> used in music.</p> <p><b>Recorder and Ukulele:</b> Continue learning new pieces and practise recorder regularly for homework</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the importance of pulse/beat in a piece of music</li> <li><input type="checkbox"/> Be able to find the pulse in a piece of music and clap along with it.</li> <li><input type="checkbox"/> Be able to recognise and interpret/perform notation &amp; how to play all notes learnt to date</li> <li><input type="checkbox"/> Understand ‘on beat’ and ‘off-beat’ and the significance of the first beat in the bar.</li> <li><input type="checkbox"/> Understand the difference between beat and rhythm and time signatures</li> <li><input type="checkbox"/> Be able to recognise different beat patterns through listening</li> <li><input type="checkbox"/> Be able to compose and notate different beat patterns and further explore these through the use of Music Technology (Propellerhead and Beatwave apps)</li> <li><input type="checkbox"/> Understand the term ‘Ostinato’ and recognise these in various pieces including ‘Harry Potter’ case study listening and composition</li> <li><input type="checkbox"/> Work together with others to develop and perform rhythmic ostinato/ pulse compositions which incorporate other elements of music</li> <li><input type="checkbox"/> Understand how to play high E and its position on the staff (Eastenders)</li> <li><input type="checkbox"/> Learn the chord of G7 and F</li> <li><input type="checkbox"/> Learn a new strumming pattern and the song ‘La Paloma’</li> <li><input type="checkbox"/> Learn a new strumming pattern for the song ‘Aloha ‘Oe’</li> <li><input type="checkbox"/> CAT 2 ‘Harry Potter’ – ‘Something wicked’ worksheet</li> </ul>

### 3)Melodies using Motif & Pentatonic

We will look at how good tunes are often made up of very simple and repeating ideas. Two of these ideas are using motif (*or motive*) and pentatonic scales. You will case study a variety of music including Beethoven's 5<sup>th</sup>, The Scientist by Coldplay and Amazing Grace. You will also have some motif fun with 'My Singing Monsters'.

- Understand and identify what MOTIF is in Music and how it can be used
- Understand and identify pentatonic scales in Music and how they can be used
- Perform Music using Motif and Pentatonic scales.
- Understand some of the cultural background/influences in music
- Be able to apply Motif/pentatonic melody ideas to my own composition
- Be able to work with others to brainstorm ideas on a composition
- Contribute to success criteria and apply them to my work
- Successfully perform your composition
- Folder Check – all work up to date and neatly presented?
- Revise C, G, G7 and F chords. Learn a new strumming pattern and the song 'I shall not be moved'
- Add Dm, and Bb chords for 'The Scientist' and 'Amazing Grace' performance pieces.
- Be able to play ukulele and recorder parts for both pieces.

### 4)Winter Assessments



**Winter assessments** based on the work done so far. The **playing** assessment will be one piece on the recorder. You will also have a **listening** paper with questions and recorded music based on what you have learned so far this year.  
**Christmas Activities** – Revise Jingle Bells and O Christmas Tree ensemble.

- Prepare and perform an unseen piece of music for recorder
- Be able to work with others in producing a Music ensemble for Christmas
- Understand helpful techniques/tips to aid my revision
- Complete Winter Listening Assessment
- Winter Exam (CAT 3)

## 6) Form and Structure

Investigate how pieces of music are planned and built using simple structures such as **Binary Form, Ternary Form, Rondo Form & Verse and Chorus** etc. Listen to and play different pieces that display these **structures** and learn to map pieces and their sections using shorthand. **Compose** pieces of music using Binary and Ternary structures in pairs or groups.  
**Recorder:** Continue class pieces and homework practice.

- Understand what the term structure and form means
- Understand the terms Binary and Ternary
- Be able to identify if a piece of music is in Binary or Ternary form
- Understand the terms Rondo and Verse and Chorus
- Understand and be able to present/discuss findings on the form of my own choice of music
- Be able to map and describe the sections of a piece of music using the Elements of Music and shorthand letters.
- Be able to compose a piece of music in Ternary Structure
- Ensemble pieces using Ukulele with some additional chords

## 5) Rounds and Raps



Extend the work on beat by exploring **rounds** with added ostinatos in groups. Listen to examples of spoken rounds and raps and investigate the setting of **words** and **syllables** to a **steady beat** using notation. Compose a rap in groups using these techniques.

- Understand the key term Round
- Complete Ukulele Assessment (CAT 4)
- Be able to perform in a round and know when your part enters
- Be able to play the round 'Ah, Poor Bird' with a partner
- Understand how words are set in spoken rounds and raps
- Understand what a syllable is and the rule 'one note per syllable'
- Be able to choose words on a given subject and set them to rhythm
- Be able to perform a rap composition in a group. Use Garageband to record and play back (CAT 5)
- Learn a new strumming pattern and the song 'La Bamba'

## 7) Summer Assessments



You will have a **listening** paper with questions and recorded music based on all you have learned so far this year. The **playing** assessment will be a piece given to you, which you will prepare yourself for the practical.

- Be able to perform an unseen piece of music on both recorder and ukulele
- Be able to comment on elements of music in my listening exam paper
- Be able to reflect on strengths and weaknesses shown in summer exam
- Prepare a performance piece without any teacher input
- Complete Summer Listening Assessment
- Summer Exam (CAT 6)