
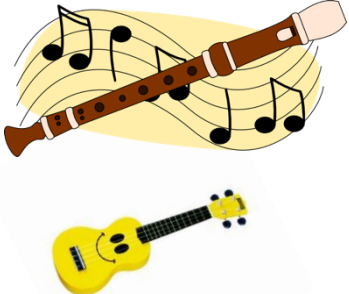
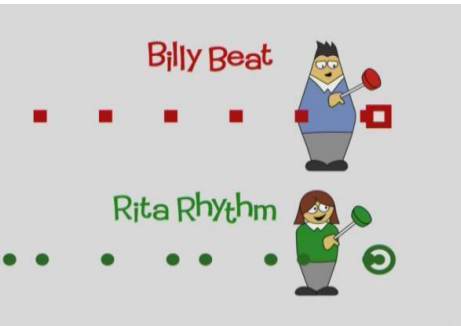






# MUSIC


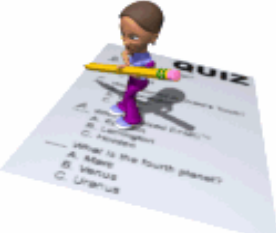
## YEAR 9 – Big Picture



Unit.	Activities.	Learning Outcomes - What you will learn to do <i>Activities in Italics may vary/change due to Covid classroom arrangements</i>
<p>1) Elements of Music</p> 	<p><b>Revision</b> of the <b>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"/> <i>Revise and reinforce the recorder skills that I have accomplished to date</i></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"/> <i>Understand how to play the note C# &amp; its position on the staff</i></li> <li><input type="checkbox"/> Learn how to play the Ukulele chords C, D, G</li> <li><input type="checkbox"/> Be able to play Recorder Boogie Chords (CAT1)</li> <li><input type="checkbox"/> Be able to play The Lion Sleeps Tonight</li> <li><input type="checkbox"/> Learn the Ukulele chord A</li> <li><input type="checkbox"/> Be able to play Old Town Road</li> </ul>
<p>2) Pulsation</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> <i>Continue learning new pieces and practise recorder regularly for homework</i></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"/> Understand 'on beat' and 'off-beat' and the significance of the first beat in the bar.</li> <li><input type="checkbox"/> Understand time signatures and the difference between beat and rhythm</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 (eg Chrome Music Lab/ Propellerhead /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"/> Develop and perform rhythmic ostinato/ pulse compositions which incorporate other elements of music</li> <li><input type="checkbox"/> <i>Understand how to play high E and its position on the staff (Eastenders)</i></li> <li><input type="checkbox"/> Learn the chords of Em and Am</li> <li><input type="checkbox"/> Be able to play Eastenders and Lost Boys on Ukulele</li> <li><input type="checkbox"/> CAT 2 'Harry Potter' – 'Something Wicked' worksheet</li> </ul>

<h3>3) Winter Assessments</h3> 	<p><b>Winter assessments</b> based on the work done so far.</p> <p>You will have a <b>listening</b> paper with questions and recorded music based on what you have learned so far this year. (The <b>playing</b> assessment will be one piece on the recorder or ukulele).</p> <p><b>Christmas Activities</b> – Jingle Bells and O Christmas Tree</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare and perform O Christmas Tree</li> <li><input type="checkbox"/> Be able to work with others in producing a Music ensemble for Christmas</li> <li><input type="checkbox"/> Understand helpful techniques/tips to aid my revision</li> <li><input type="checkbox"/> Complete Winter Listening Assessment</li> <li><input type="checkbox"/> Winter Exam (CAT 3)</li> </ul>
<h3>4) Melodies using Motif &amp; Pentatonic Scales</h3> 	<p>We will look at how good tunes are often made up of very simple and repeating ideas. Two of these ideas are using motif (<i>or motive</i>) 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'.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and identify what MOTIF is in Music and how it can be used</li> <li><input type="checkbox"/> Understand and identify pentatonic scales in Music and how they can be used</li> <li><input type="checkbox"/> Perform Music using Motif and Pentatonic scales.</li> <li><input type="checkbox"/> Understand some of the cultural background/influences in music</li> <li><input type="checkbox"/> Be able to apply Motif/pentatonic melody ideas to my own composition</li> <li><input type="checkbox"/> Be able to work with others to brainstorm ideas on a composition</li> <li><input type="checkbox"/> Contribute to success criteria and apply them to my work</li> <li><input type="checkbox"/> Successfully perform your composition</li> <li><input type="checkbox"/> Folder Check – all work up to date and neatly presented?</li> <li><input type="checkbox"/> Revise chords.</li> <li><input type="checkbox"/> Add F, Dm, and Bb chords for 'The Scientist' and 'Amazing Grace' performance pieces.</li> <li><input type="checkbox"/> Be able to play ukulele and recorder parts for both pieces.</li> </ul>
<h3>6) Form and Structure</h3>	<p>Investigate how pieces of music are planned and built using simple</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what the term structure and form means</li> </ul>



	<p>structures such as <b>Binary Form, Ternary Form, Rondo Form &amp; Verse and Chorus</b> etc. Listen to and play different pieces that display these <b>structures</b> and learn to map pieces and their sections using shorthand. <b>Compose</b> pieces of music using Binary and Ternary structures in pairs or groups.  <b>Recorder:</b> Continue class pieces and homework practice.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the sections used in Pop Song structure</li> <li><input type="checkbox"/> Be able to map and describe the sections of a piece of music using the Elements of Music and shorthand letters.</li> <li><input type="checkbox"/> Understand and be able to present/discuss findings on the form of my chosen pop song</li> <li><input type="checkbox"/> Understand and identify Binary and Ternary Form Music</li> <li><input type="checkbox"/> Understand the term Rondo</li> <li><input type="checkbox"/> Compose a piece of music in Ternary Structure using ChordChord</li> <li><input type="checkbox"/> Ensemble pieces using Ukulele with some additional chords</li> </ul>
<p>5) Rounds and Raps</p> 	<p>Extend the work on beat by exploring <b>rounds</b> with added ostinatos in groups. Listen to examples of spoken rounds and raps and investigate the setting of <b>words</b> and <b>syllables</b> to a <b>steady beat</b> using notation. Compose a rap in groups using these techniques.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the key term Round</li> <li><input type="checkbox"/> Complete Ukulele Assessment (CAT 4)</li> <li><input checked="" type="checkbox"/> <i>Be able to perform in a round and know when your part enters</i></li> <li><input checked="" type="checkbox"/> <i>Be able to play the round 'Ah, Poor Bird'</i></li> <li><input type="checkbox"/> Understand how words are rhythmically set in spoken rounds and raps</li> <li><input type="checkbox"/> Be able to choose words on a given subject and set them to rhythm</li> <li><input type="checkbox"/> Compose a rap set to a backing track (CAT 5)</li> </ul>
<p>7) Summer Assessments</p> 	<p>You will have a <b>listening</b> paper with questions and recorded music based on all you have learned so far this year.</p> <p><i>The <b>playing</b> assessment will be Amazing Grace on Ukulele or Recorder</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Be able to perform Amazing Grace on recorder OR ukulele</i></li> <li><input type="checkbox"/> Be able to describe and comment in detail on elements of music in my listening exam paper</li> <li><input type="checkbox"/> Prepare a performance piece</li> <li><input type="checkbox"/> Complete Summer Listening Assessment</li> <li><input type="checkbox"/> Summer Exam (CAT 6)</li> <li><input type="checkbox"/> Be able to reflect on strengths and weaknesses shown in summer exam</li> </ul>