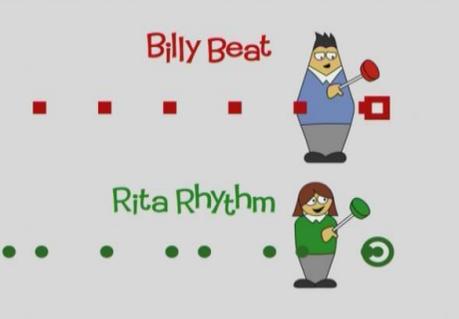




MUSIC

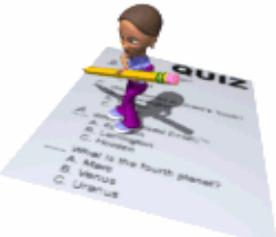
YEAR 9 – Big Picture



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>Revision of the elements of music learned in Year 8.</p> <p>Recorder and Ukulele – your new booklet will include new pieces/ notes/chords and ensembles for the year.</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the Big Picture for Year 9 <input type="checkbox"/> <i>Revise and reinforce the recorder skills that I have accomplished to date</i> <input type="checkbox"/> Understand and explore the meaning of each element <input type="checkbox"/> Choose how to implement the 'Elements of Music' in my playing <input type="checkbox"/> <i>Understand how to play the note C# & its position on the staff</i> <input type="checkbox"/> Learn how to play the Ukulele chords C, D, G <input type="checkbox"/> Be able to play Recorder Boogie Chords (CAT1) <input type="checkbox"/> Be able to play The Lion Sleeps Tonight <input type="checkbox"/> Learn the Ukulele chord A <input type="checkbox"/> Be able to play Old Town Road
<p>2) Pulsation</p> 	<p>Find the 'pulses' or beats of different pieces of music and describe them. Make up 'pulse pieces' based on rhythmic patterns called ostinatos. Comparing and naming the different metres/ beats in the bar used in music.</p> <p>Recorder and Ukulele: <i>Continue learning new pieces and practise recorder regularly for homework</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the importance of pulse/beat in a piece of music <input type="checkbox"/> Be able to find the pulse in a piece of music and clap along with it. <input type="checkbox"/> Understand 'on beat' and 'off-beat' and the significance of the first beat in the bar. <input type="checkbox"/> Understand time signatures and the difference between beat and rhythm <input type="checkbox"/> Be able to recognise different beat patterns through listening <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) <input type="checkbox"/> Understand the term 'Ostinato' and recognise these in various pieces including 'Harry Potter' case study listening and composition <input type="checkbox"/> Develop and perform rhythmic ostinato/ pulse compositions which incorporate other elements of music <input type="checkbox"/> <i>Understand how to play high E and its position on the staff (Eastenders)</i> <input type="checkbox"/> Learn the chords of Em and Am <input type="checkbox"/> Be able to play Eastenders and Lost Boys on Ukulele <input type="checkbox"/> CAT 2 'Harry Potter' – 'Something Wicked' worksheet

<h3>3) Winter Assessments</h3> 	<p>Winter assessments based on the work done so far.</p> <p>You will have a listening paper with questions and recorded music based on what you have learned so far this year. (The playing assessment will be one piece on the recorder or ukulele).</p> <p>Christmas Activities – Jingle Bells and O Christmas Tree</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare and perform O Christmas Tree <input type="checkbox"/> Be able to work with others in producing a Music ensemble for Christmas <input type="checkbox"/> Understand helpful techniques/tips to aid my revision <input type="checkbox"/> Complete Winter Listening Assessment <input type="checkbox"/> Winter Exam (CAT 3)
<h3>4) Melodies using Motif & 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 5th, 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"> <input type="checkbox"/> Understand and identify what MOTIF is in Music and how it can be used <input type="checkbox"/> Understand and identify pentatonic scales in Music and how they can be used <input type="checkbox"/> Perform Music using Motif and Pentatonic scales. <input type="checkbox"/> Understand some of the cultural background/influences in music <input type="checkbox"/> Be able to apply Motif/pentatonic melody ideas to my own composition <input type="checkbox"/> Be able to work with others to brainstorm ideas on a composition <input type="checkbox"/> Contribute to success criteria and apply them to my work <input type="checkbox"/> Successfully perform your composition <input type="checkbox"/> Folder Check – all work up to date and neatly presented? <input type="checkbox"/> Revise chords. <input type="checkbox"/> Add F, Dm, and Bb chords for 'The Scientist' and 'Amazing Grace' performance pieces. <input type="checkbox"/> Be able to play ukulele and recorder parts for both pieces.
<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"> <input type="checkbox"/> Understand what the term structure and form means



	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the sections used in Pop Song structure <input type="checkbox"/> Be able to map and describe the sections of a piece of music using the Elements of Music and shorthand letters. <input type="checkbox"/> Understand and be able to present/discuss findings on the form of my chosen pop song <input type="checkbox"/> Understand and identify Binary and Ternary Form Music <input type="checkbox"/> Understand the term Rondo <input type="checkbox"/> Compose a piece of music in Ternary Structure using ChordChord <input type="checkbox"/> Ensemble pieces using Ukulele with some additional chords
<p>5) Rounds and Raps</p> 	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the key term Round <input type="checkbox"/> Complete Ukulele Assessment (CAT 4) <input checked="" type="checkbox"/> <i>Be able to perform in a round and know when your part enters</i> <input checked="" type="checkbox"/> <i>Be able to play the round 'Ah, Poor Bird'</i> <input type="checkbox"/> Understand how words are rhythmically set in spoken rounds and raps <input type="checkbox"/> Be able to choose words on a given subject and set them to rhythm <input type="checkbox"/> Compose a rap set to a backing track (CAT 5)
<p>7) Summer Assessments</p> 	<p>You will have a listening paper with questions and recorded music based on all you have learned so far this year.</p> <p><i>The playing assessment will be Amazing Grace on Ukulele or Recorder</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Be able to perform Amazing Grace on recorder OR ukulele</i> <input type="checkbox"/> Be able to describe and comment in detail on elements of music in my listening exam paper <input type="checkbox"/> Prepare a performance piece <input type="checkbox"/> Complete Summer Listening Assessment <input type="checkbox"/> Summer Exam (CAT 6) <input type="checkbox"/> Be able to reflect on strengths and weaknesses shown in summer exam