

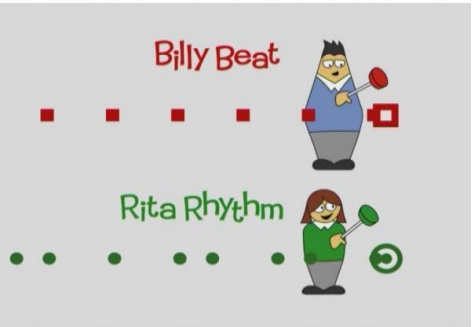




MUSIC

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>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"/> 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"/> Learn how to play the Ukulele chords C, D, G <input type="checkbox"/> Be able to play The Lion Sleeps Tonight (CAT1) <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>	<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) (CAT 2) <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 stave (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"/> 'Harry Potter' – 'Something Wicked' worksheet

3) Winter Assessments & Christmas Activities



Winter assessments based on the work done so far.

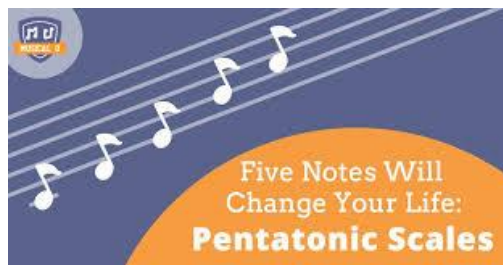
You will have a **listening** paper with questions and recorded music based on what you have learned so far this year.

(The **playing** assessment will be *Jingle Bells* on ukulele).

Christmas Activity – Jingle Bells & Christmas Ukulele pieces

- ☐ Prepare and perform Jingle Bells
- ☐ 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**)
- ☐ Christmas Ukulele pieces

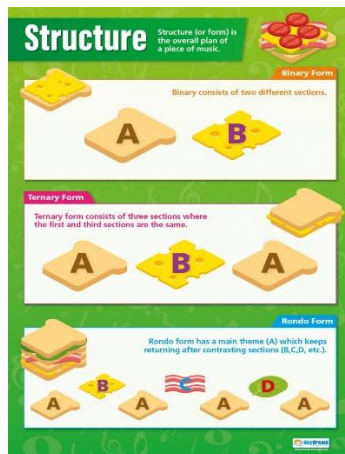
4) Melodies using Motif & Pentatonic Scales



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 5th, The Scientist by Coldplay and Amazing Grace.

- ☐ 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 (**CAT 4**)
- ☐ Contribute to success criteria and apply them to my work
- ☐ Folder Check – all work up to date and neatly presented?
- ☐ Revise chords.
- ☐ Add F, Dm, and Bb chords for 'The Scientist', 'Amazing Grace' and Swing Low performance pieces.

5) 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 Ternary structure in pairs or groups.

- ☐ Understand what the term structure and form means
- ☐ Understand the sections used in Pop Song structure
- ☐ Be able to map and describe the sections of a piece of music using the Elements of Music and shorthand letters.
- ☐ Understand and be able to present/discuss findings on the form of my chosen pop song
- ☐ Understand and identify Binary and Ternary Form Music
- ☐ Understand the term Rondo
- ☐ Compose a piece of music in Ternary Structure (**CAT 5**)
- ☐ Continue with new Ukulele pieces with some additional chords

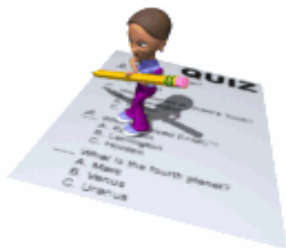
6) Raps



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

- ☐ Understand the key term Round
- ☐ Complete Ukulele Assessment
- ☐ Understand how words are rhythmically set in spoken rounds and raps
- ☐ Be able to choose words on a given subject and set them to rhythm
- ☐ Compose a rap set to a backing track
- ☐ Compose a rap set to a backing track
- ☐ Continue with new Ukulele pieces with some additional chords

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 'Swing Low' on Ukulele*

- ☐ Be able to perform Amazing Grace ukulele
- ☐ Be able to describe and comment in detail on elements of music in my listening exam paper
- ☐ Prepare a performance piece
- ☐ Complete Summer Listening Assessment
- ☐ Summer Exam (**CAT 6**)
- ☐ Be able to reflect on strengths and weaknesses shown in summer exam

