

Year Overview
Subject: Music



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

National Curriculum focus
National Curriculum Targets: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
Key assessment focus
Pupils will build on their previous knowledge and skills through performing, composing and listening.
Christian ethos
Where possible music will be chosen in line with the Christian ethos of the school. Christian pieces and excerpts will be used in and amongst positive and uplifting pieces. This will build cross curricular and extra-curricular links which could support school events and activities.
British values
The projects encourage students to think positively about the benefits of diversity, respect and tolerance of those with different faiths and beliefs. Students will gain an understanding of different cultural traditions present in Britain and how migration has allowed these cultures to be embedded here. Students will also develop their understanding of the key British value of human rights, for instance by examining working conditions in other countries.

Music -Year 9 Songwriting Part 2

About this unit:

Following on from the band units in year 7 and 8, this unit aims to give pupils the opportunity to create their own pop song using technology and live performance. Pupils will learn about the common musical ideas and features that are present in pop songs including structure, chord sequences, hooks, arrangement and accompaniment styles.

Specific skills developed in this unit:

Performing	Technical skills	<ul style="list-style-type: none"> Pupils will learn how to play/sing their part in a well-known pop song as well as in their own composition
	Ensemble skills	<ul style="list-style-type: none"> Pupils will play together in small ensembles to a common pulse, aware of the balance between the different parts and the way the different musical lines fit together
	Expression and interpretation	<ul style="list-style-type: none"> Pupils will give their performances musical shape with dynamic shading and an awareness of the 'mood' required
Composing	Generating ideas	<ul style="list-style-type: none"> Pupils will improvise different rhythmic, melodic and harmonic patterns, which would work well in a pop songs
	Developing and refining ideas	<ul style="list-style-type: none"> Pupils will develop these patterns into more structured ideas in fitting with a common pop song structure
	Musical coherence	<ul style="list-style-type: none"> Pupils will structure their musical ideas in line with the structure of a pop song Pupils will vary the texture appropriately Pupils will look at ensuring the song has a sense of wholeness and fluency
Critical listening	Analysing	<ul style="list-style-type: none"> Pupils will learn analyse the structure, chords, bassline, accompaniment style and arrangement of a number of pop songs
	Evaluating	<ul style="list-style-type: none"> Pupils will reflect on their rehearsals, performances and composition throughout the unit, identifying what was successful/unsuccessful and why
	Aural awareness	<ul style="list-style-type: none"> Pupils will memorise melodic, rhythmic and harmonic patterns

Specific knowledge and understanding developed in this unit:

Structure	Intro, verse, middle 4/bridge, chorus, outro
Pitch and melody	Hook, riff
Harmony and tonality	Chord sequences, position and tonality of triads, keys
Texture	Layering, backing vocals, string lines, accompaniment style, arrangement
Tempo, metre and duration	
Dynamics and sonority	String parts

Do Now	Key Learning	Core content			
1. Listening	Structure of a pop	Shape of You – analysis Structure	Sequence in SOY drum patterns on structure template		
2. Structure of a pop song	Chords	Shape of You – analysis Chords	Play – SOY chords	Sequence in chords	
3. Chords	Keys, scales, riffs	Shape of You – analysis Key and Riffs	Play – SOY riffs	Sequence in riffs	
4. Keys, scales, riffs	Creating varying textures	Shape of You – analysis Texture – Putting it together	Play – SOY texture	Sequence in variations in texture/finish	
5. Texture	Chord progressions	PAIRED TASK ON COMPUTERS: Planning song Create 8-bar chord progression for chorus or verse of song. Less able will write 4-bar, 1 chord per bar, smaller chord vocabulary. More able will change harmonic rhythm and use wider chord vocabulary (including 7 th chords)			Listen to work in progress
6. Chord progressions	Bass line	PAIRED TASK ON COMPUTERS: Planning song Add bass line and drum pattern to the chord progression from last lesson. Less able will write sustained root note bassline and standard rock beat, more able will use rhythm/passing notes/inversion and develop more complex beats.			Listen to work in progress
7. Bass line	Accompaniment styles	BUILDING THE BAND Pairs join forces to create a band of 4. They choose one chord sequence to be the chorus and one to be the verse of their song. They learn to play them	Quick intervention activity (accompaniment styles)	Bands regroup to vary the accompaniment styles in their piece between verse and chorus.	Listen to work in progress
8. Accompaniment styles	Hooks and lyrics	Bands come up with the hooks (text, melody and placement) for their chorus – that capture the essence of their song.		They might then start to draft lyrics for the rest of their chorus. This could use a lyric from another song or poem.	Listen to work in progress
9. Hooks and lyrics	Melodies	Listening and analysis activity (Text setting, rapping and singing)	Complete chorus and write verse (could split workload here between group members)		Listen to work in progress
10. Melodies	Arrangement	Listening and analysis activity Writing a harmony line (strings/BVs)	Workshop harmony lines into song (There will still be some writing/fine tuning of lyrics, too)		Listen to work in progress
11. Arrangement	Band slam	Bands perform and are recorded			
12. Assessment	Evaluation	Finish composition			

Music Year 9 Samba

About this unit:

This unit aims to give pupils the opportunity to perform a piece of Latin Jazz (Bossa nova) music on their preferred instrument. Pupils will improve their instrumental and ensemble skills

Specific skills developed in this unit:

Performing	Technical skills	<ul style="list-style-type: none"> Pupils will learn how to play a fairly complex piece of music on their chosen instrument or voice
	Ensemble skills	<ul style="list-style-type: none"> Pupils will play together in small ensembles to a common pulse, aware of the balance between the different parts and the way the different musical lines fit together
	Expression and interpretation	<ul style="list-style-type: none"> Pupils will give their performances musical shape with dynamic shading and an awareness of the 'mood' required
Composing	Generating ideas	<ul style="list-style-type: none"> Pupils will improvise with different rhythmic, melodic and harmonic patterns
	Developing and refining ideas	<ul style="list-style-type: none"> Pupils will develop these patterns into more structured ideas
	Musical coherence	<ul style="list-style-type: none"> Pupils will experience how these are structured into a well-known jazz standard, played in a bossa nova style
Critical listening	Analysing	<ul style="list-style-type: none"> Pupils will learn Latin influenced rhythmic patterns Pupils will learn how to construct melodic sequences Pupils will look at a number of harmonic sequences, including the cycle of 5ths, and how they are constructed
	Evaluating	<ul style="list-style-type: none"> Pupils will reflect on their rehearsals and performances throughout the unit, identifying what was successful/unsuccessful and why
	Aural awareness	<ul style="list-style-type: none"> Pupils will memorise melodic, rhythmic and harmonic patterns

Specific knowledge and understanding developed in this unit:

Structure	8 bar phrases
Pitch and melody	Sequence, relative minor scales, intervals
Harmony and tonality	Extended chords, 7 th chords, major 7 th chords, harmonic sequence, cycle of 5ths
Texture	Melody and accompaniment
Tempo, metre and duration	Clave rhythm, syncopation, bossa nova rhythms
Dynamics and sonority	

Do Now	Key Learning	Core content			
1. Listening Latin influenced	Clave Rhythm	2:3 Clave + 3:2 Clave Learn these 2 rhythmic patterns that form the basis of most Latin music in a 3 part 'drum-kit' on hand held percussion	Get into groups of 6 and try rhythms out using hand held percussion	Clap bass line rhythm. Learn bass line on keyboards, bass guitar, own instrument	
2. Clave Rhythm	Bossa nova rhythm	Recap 3:2 clave rhythm in 3 part. Move to the Bossa nova rhythm at a slower tempo	Recap bass line on keys/bass/instrument	Learn triads on keys/guitar Am/G/F/E/Dm/C/Dm/C With a bars rest between	Put bass line with triads
3. Brazilian Clave	Minor scale	Divide class into percussion/kit and bass line. Swap	Learn melody of 1 st phrase on own instrument/voice	Recap triads with bossa rhythm still with bars rest. Stretch: RH and LH on keys. Add chords in bars rest	
4. Minor scale	7 th chords	Learn the pattern 7 th chords for first 8 bars (Dm7, Cmaj7, Bdim7, A7) following the triads	Recap bass line and play. Learn rest of melody	Bass line with 7 th chords every other bar. Stretch: first 8 bars hands together. All chords played. All melody learnt	
5. 7 th chords	Major 7 th chords	Learn the pattern of 7 th chords in second 8 bars (G7, Am+, G7, E7) following the triad.	Practice in groups (4 to 5) the bass line, chords and percussion part of first 8 bars with bossa rhythm	Task 1: Perform work in progress (backing track)	
6. Major 7 th chords	Melodic sequence	Look at the melody line and it's use of sequence in first 8 bars	Go to keyboards or own instruments to learn melody of first 8 bars	Practice first 8 bars bass line, chords, percussion, vocal line (sung or on instrument)	
7. Melodic sequence	Harmonic sequence	Recap entire harmonic sequence and the physical pattern involved	Practice in groups of 4 to 5: Chords, bassline, percussion, melody	Perform work in progress	
8. Harmonic sequence	Cycle of 5ths	Practice in groups	Perform work in progress: Intervention Share success criteria	Practice in groups	Perform work in progress
9. Cycle of 5ths	Recap Knowledge	Practice in groups	Perform work in progress: Intervention Recap success criteria	Practice in groups for assessment next lessons	
10. Assessment of knowledge	Last practice in groups	Task 2: Perform and record			Spoken self and peer evaluation
11. Reteach	Listen to recordings	Evaluations	Chance to rehearse following evaluation (optional)	Chance to rerecord (optional)	

Stand by Me

This unit aims to give pupils the opportunity to perform the piece stand by me. The foundation of the unit is for students to play the well-known bass line in the left hand and chords in right hand however the unit also encourages students to improve their instrumental and ensemble skills by encouraging students to then learn the melody.

Specific skills developed in this unit:

Performing	Technical skills	<ul style="list-style-type: none"> Pupils will develop their keyboard skills, including changes of hand position, and two-handed playing with some part independence.
	Ensemble skills	<ul style="list-style-type: none"> Pupils will perform together in small ensembles to a common pulse, playing melodic ideas in canon and with an awareness of the function of and balance between different parts.
	Expression and interpretation	<ul style="list-style-type: none"> Pupils will give their performances and compositions musical shape using performance practices found within and beyond the Baroque period.
Composing	Generating ideas	<ul style="list-style-type: none"> Pupils will improvise simple melodic ideas over a ground bass
	Developing and refining ideas	<ul style="list-style-type: none"> Pupils will develop and refine these ideas to create effective melodies which make effective use of passing notes.
	Musical coherence	<ul style="list-style-type: none"> Pupils will structure their melodic ideas in canon, creating a polyphonic texture.
Critical listening	Analysing	<ul style="list-style-type: none"> Pupils will deepen their understanding of the relationship between chords and bassline.
	Evaluating	<ul style="list-style-type: none"> Pupils will reflect on their performances and creative work, identifying what was successful/unsuccessful and why.
	Aural awareness	<ul style="list-style-type: none"> Pupils will memorise and recognize usage of the Stand by Me bassline in other songs.

Specific knowledge and understanding developed in this unit:

Structure	8 bar sequence
Pitch and melody	Bass clef, scale, step, leap, root, 3 rd , 5 th , octave, passing note, ascending, descending.
Harmony and tonality	Major, minor, primary and secondary triads, inversions, root note.
Texture	Polyphonic, entry, bassline, layered, thick, thin
Tempo, metre and duration	Minim, crotchet, quaver, 4:4
Dynamics and sonority	Chord, double bass, plucked, slur, staccato, legato, backing singers, male vocalist

1. Learning to play the bassline	Notes of keyboard Notes of bass clef	Listen to the bass line of stand by me	Model (+sing) bass (LH). Asc/desc, step/leap	Pupils learn to play bassline (ext. + spread chords)	Intervention (share work in progress)	Continue learning ground bass Share work in progress	Performance target for next lesson.
2. Learning to play the chords	Chords (Revise treble clef)	Learn to play C major scale.	Learn how to build triads.	Intervention + task development	Look at the impact of music television	In pairs, one pupil plays the bassline, the other plays the chords. Swap. Share work in progress.	Performance target for next lesson.
3. Learning to play the chords and bassline together	Beautiful Girls! Does anything sound familiar?	Sing the chorus of beautiful girls over the stand by me bass line.	Model	Pupils begin to play hands together	Intervention + task development	In pairs, one pupil plays the melody, and bassline. Swap. Share work in progress.	Performance target for next lesson
4. learning the melody	What is a melody?	Watch cover versions of song being sung.	Model playing and singing chorus together	Solo and paired practice	Intervention + task development.	Solo and paired practice	Performance target for next lesson
5. Ensemble rehearsal	Small group activity	Recap task and success criteria.	Team meetings	Ensemble rehearsals	Intervention + task development: <i>ending your canon</i>	Ensemble rehearsals	Performance target for next lesson
6. Ensemble performance	A good start and good ending.	Going for gold (recap success criteria)	Final ensemble rehearsal	Performance and recording.		Performance evaluation (+HW)	
7. Listening and Appraising	Instrument identification	Identifying bass instruments.	Identifying tenor and bass singers	Listening and Appraising assessment		Exit slips	Quiz (PP)

Subject: Music

Long-term plan

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	To introduce bass clef notes.
Aut1-2		To be able to identify different bass instruments.
Aut1-3		To know what a chord is.
Aut1-4		To understand the difference between major and minor chords
Aut1-5	October	To develop comparative listening skills and group work
Aut1-6		To assess performance skills.
Aut1-7		
Half term holiday		
Aut2-1	November	<ul style="list-style-type: none"> •Students will develop your ensemble and compositional skills by playing a well-known pop song and composing their own. •students will gain a greater understanding of what goes in to the creation of a great pop song. •students will focus in on how the harmony, melody, texture and structure contribute to the success of a catchy pop song
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5	December	
Aut2-6		
Aut2-7		
Christmas holiday		
Spr1-1	January	To learn the clave rhythm and some Latin percussion pattern.
Spr1-2		To learn the more syncopated Brazilian Clave rhythm.
Spr1-3		To learn next 8 bars of the bass line of Fly Me to the Moon
Spr1-4		To learn the triads in Fly Me to the Moon
Spr1-5		To learn what a relative minor scale is
Spr1-6	February	To learn theme/ melody of first phrase on own instrument/voice.
		To put bassline, triads, melody and bossa nova rhythm together.
Half term holiday		
Spr2-1	March	To learn the pattern of a 7thchord
Spr2-2		To learn the 7 th chords in first 8 bars of 'Fly Me to the Moon'
Spr2-3		To complete chordal part of 'Fly Me to the Moon'
Spr2-4		To learn the pattern of a major 7thchord compared to a 7 th chord
Spr2-5		To get into ensembles and start putting the first 8 bars together
Spr2-6		To learn what a harmonic sequence is.
		To get into ensembles and putting first 8 bars together
		Extension: Learn the next 8 bars of the piece in an ensemble.
Easter holiday		
	April Songwriting	
Sum1-1	May	Know what pop music is
Sum1-2		Understand how pop songs are structured
Sum1-3		Be able to identify musical features of a pop song whilst listening to music.
Sum1-4		Recap what chords are
Sum1-5		Understand the impact music television has had on the music industry.
Sum1-6		
Half term holiday		
Sum2-1	June	Be able to start learning a popular song based upon a pop song structure To be able to identify different accompanying styles. Be able to develop song ideas by writing a contrasting section - verse Be able to develop song ideas by writing a contrasting section – Hook.

		To be able to listen and appraise different popular song styles.
--	--	---

