

YEAR 9

Improvisation and the Blues		
Topic 1	Composites: To know that blues music is based around the 12 bar blues structure which uses extended chords To know that the walking bass line is the low pitch repeating bassline To know that improvisations means to make something up and we use the Blues scale to do this in blues music To know how to play the 12 bar blues chord sequence and create interest in our performance of this through extended chords. To know how to play a walking bass line To know how to improvise using the blues scale	Key Vocabulary Core: Structure Enhanced: 12 bar blues Chord sequence Blues scale Improvise Head
	Assessment In an ensemble pupils perform a 12 bar blues chord progression, walking bass line and improvisation.	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Use a keyboard or keyboard app to practice improvising used the C blues scale (C Eb, F, Gb, G, Bb) rehearse how to make your improvisation sound melodic by having a repeating pattern you return to, not having large leaps between notes and



		creating contrast through different rhythmic patterns.
	How to help at home - Listen to Blues music from Billie Holliday, Robert Johnson and Ray Charles. Discuss similarities in the songs - what common features do each have. Can you discuss the lyrics, what is being said and why	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC: Social: Working as part of an ensemble navigating improvisations over a 12 bar blues and performing in time with one another Moral: Understanding the historical origins of the blues in the experiences of African Americans, including the legacy of slavery and discrimination. Discussing fairness, equality and respect for different cultures and experiences Spiritual: Pupils have opportunity to express emotions through improvisation, reflect on how blues music communicates feelings such as hope, sadness and resilience. Cultural: Exploring the origins of the blues and its influence on jazz, rock, R&B and popular music today. Recognising how blues has shaped modern musical styles and artists across the world	Careers Links Composer / Arranger Musician Music/ instrumental teacher Conductor/ band leader Events Manager Concert Manager Team leader Journalist Music therapist
Topic 2	Modulation	
	Composites: To know that modulation means to change key signature and know how to identify a modulation To know that popular music contains hooks and riffs to be effective	Key Vocabulary: Core: Tonality



	To know how to read a key signature to identify which sharp and flat notes to play To know how to play hooks, riffs and basslines in popular music To know how to perform modulations in performances from different genres / eras	Enhanced: Modulation Verse/chorus Relative major/minor Bridge
	Assessment: Ensemble performance of Livin' on a prayer by Bon Jovi	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Use a keyboard or keyboard app to practice your part at home focussing on accurate rhythms, note durations and trying to play the whole piece including the modulated section
	How to help at home: - When listening to any song on the radio in any style ask your child to identify when the modulation happens. - What is the tonality of the modulated section? Major or minor	Wider reading BBC bitesize - KS3 music Musictheory.net
	SMSC Spiritual: Appreciating how composers create emotional journeys through changing key and reflect on how modulation changes mood, tension and resolution in music Moral: Being respectful during ensemble performance work and when giving and receiving feedback.	Careers Links: Composer / Arranger Musician Music/ instrumental teacher Conductor/ band leader Events Manager Concert Manager



	Social: Working as part of a group to create an ensemble performance. Cultural: Exploring how modulation is used across different musical traditions and genres, including Classical, Romantic, jazz, pop and film music. Recognising that the circle of fifths is a widely used theoretical framework in Western music.	Team leader Journalist Music therapist
Topic 3	Form and Structure	
	Composites: To know that there are different musical textures To know that musical instruments developed throughout history To know that 'classical' music is composed with a clear structure To know that expression can enhance a musical performance To know how to identify and play music from the baroque era To know how to identify and play music from the classical era To know how to identify and play music from the Romantic era To know how to identify different musical textures To know how to choose appropriate instruments to represent an era To know how to perform with expression to enhance a performance	Key Vocabulary: Core: Structure Texture Enhanced: Binary form Ternary form Rondo Form Monophonic Homophonic Polyphonic
	Assessment: Either in a pair or own your own pupils choose a piece to perform from either the Baroque, classical or Romantic period showing key features of the style in their performance.	ILS Using knowledge organisers create: - Flashcards - Knowledge drop - Mind map - Practice key vocabulary definitions



		Using an instrument or keyboard app at home can you practice your chosen performance piece?
How to help at home Listen to <i>Classic FM</i>. Ask your child to identify the era of music they are listening to and any instruments. Can they tell you which texture and structure is used in the piece just from listening? -		Wider reading BBC bitesize - KS3 music Musictheory.net
SMSC Social: Working in pairs develops communication, teamwork, listening, negotiation and compromise. Pupils share musical decisions, solve performance challenges together and build confidence through collaborative rehearsal and performance Moral: Pupils learn to respect others' musical ideas when rehearsing and performing in pairs. They demonstrate perseverance, responsibility and constructive feedback, recognising the importance of practice and commitment to achieving a shared performance goal Spiritual: Pupils develop an appreciation of the expressive qualities of music from different historical periods. They reflect on how composers communicated emotions, ideas and beliefs through different musical forms and textures, and consider their own emotional responses to music Cultural: Pupils gain an understanding of the historical and cultural significance of the Baroque, Classical and Romantic periods, recognising how music evolved over time and reflected changing societies. They broaden their cultural awareness by exploring influential composers and the traditions of Western classical music.		Careers Links Composer / Arranger Musician Music teacher Piano Accompanist Session musician Band Leader Journalist Radio Presenter Music Reporter Music Historian



Topic 4	Composing to a brief	
	Composites: To know that 4 part harmony is a musical texture common in orchestral music To know that verse-chorus is a structure common in popular music To know that instrument choice can emphasise a musical style/genre To know that a phrase is a musical sentence and we write melody lines in phrases To know that a chord progression and cadences can establish the harmony of a piece and support the structure To know how to compose in 4-part harmony or verse/chorus structure To know how to choose instruments appropriate for a chosen brief To know how to create a melody line with consideration of phrases To know how to create harmony through chord progressions and cadences in a chosen key To know how to create contrast in a composition through modulation	Key Vocabulary Core: Melody Harmony Enhanced: Time signature Key signature Modulation Instrumentation Structure
	Assessment In a pair or as individuals pupils use musescore or bandlab to compose their own composition in response to a brief.	ILS Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions



		Using an instrument at home can you practice playing the chord progression you have created for your composition or compose any ideas for your melody line?
How to help at home		Wider reading
Listen to a range of pieces from different musical styles and discuss how the harmony is repetitive, where it changes and how. Does the melody line repeat or is it changing?		BBC bitesize - KS3 music Musictheory.net
SMSC: Social: Teamwork and communication skills by composing in pairs. Negotiation and compromise when making musical decisions together. Confidence in presenting their work and responding positively to peer and teacher feedback Moral: Respect each other's creative ideas and opinions when composing collaboratively. Recognise the importance of originality and understand issues around plagiarism and copyright in music. Ensure it is appropriate for a school audience Spiritual: Express their own musical ideas, emotions, and creativity within the given brief. Reflect on how music communicates meaning and mood. Cultural: Different musical traditions and genres through either contemporary pop or Western classical four-part harmony. How composers use musical conventions to meet a specific brief and audience.		Careers Links Composer / Arranger Musician Music teacher Piano Accompanist Session musician Band Leader Music Historian Music Reporter Radio DJ/ presenter



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