**LSA Music Department Scheme for learning Year 9 Overview Document**

**Singing**

• Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.

• Sing homophonic and/or polyphonic harmony in three parts.

**Listening**

Develop the technical ability to identify the use of musical elements Using music included in the lesson planning document below. These pieces have been chosen as they increase in complexity and are pieces chosen from the styles discussed in each of the modules. Year 9 pupils should return to the meaning of the musical elements and start to practise identifying their use in music. Developing understanding of the context, meaning and purpose of music being listened to.

**Composition**

Develop understanding of composition through one of/a combination of:

‘Song’ Writing (with or without lyrics)

• Compose chord sequences on the keyboard or guitar in C, G or F major, A, E or D minor.

• Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form.

• Write simple bass lines using the root note of each chord. Give these bass lines rhythm and use passing notes to enhance them.

• Create rhythmic accompaniment to support chord sequences.

• Compose melodic lines, shaped by lyrics and/or harmonic intention.

Programme Music

• Compose chord sequences on the keyboard or guitar in C, G, or F major, A, E or D minor.

• Compose contrasting harmonic sequences that respond to extra-musical stimuli.

• Use percussion and percussive sounds.

• Explore melodic line, use of contrast and structural ideas, e.g. ABACA.

Melody and Accompaniment

• Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.

• Harmonise melodies using the root notes from primary chords and appropriate cadences.

• Embellish the accompaniment with passing notes.

Improvise

• Improvise melodies and riffs over chord sequences with a strong awareness of key.

• Improvise a melody on the voice or an instrument to fit with the chord sequences created.

• Take the listener on an original musical journey.

**Performance - Instrumental Performance**

Some pupils will already have some facility on their instruments and these lessons should be used to broaden their skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress.

It is assumed that these instruments will then be the vehicle for creative work as laid out in Composition for Year 9.

*Keyboard*

• Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves.

• Add either a single note or chordal accompaniment to the melody; alternatively play a piece based on chords

*Group work – including keyboard, ukuleles, guitars and other instruments*

• Perform in ensembles with up to 4 different parts played on a variety of types of instruments and voices.

• Pupils should rehearse their own ensembles and make decisions about interpretation and creating a balanced, unified performance.

*Reading Notation*

• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.

• Read simple phrases using pitch and rhythmic notation on the treble and bass clef containing some leaps**.**

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|  | Listening  Skills learnt and topics covered: | Composing  Skills learnt and techniques covered | Performing  Skills learnt and performance opportunities |
| 1. Popular Styles | Exploration of important Popular music styles;  - Blues as the start of all popular music  - Dance  - Rock  - Reggae  - Motown / RnB  - Brit pop and Punk  Each week short listening / practical tasks based on the genre.  Independent reviews of pieces. | 4 Chord Song.  Students receive a pre-written chorus and they write a verse which will fit with the song theme.  Students will notate the melody and lyrics in the conventional manner into the score.  Teacher to explore Noteflight with the students. | Ensemble performance – Perfect by Ed Sheeran.  Ukulele cover of Anarchy in the UK by the Sex pistols  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, Melody reading,  Musicianship skills  - Vocal solo and Harmonising  - Vamping chords and Instrumental  Bank of pieces which Pupils perform together. Solo pieces exist for those students who do not want to perform with others. |

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| Lesson 1 | Welcome to Year 9 Music  **EDM – Electronic Dance Music**  History and styles within the genre | Listening  Vocabulary needed to describe the music  Garage band Looped composition.  Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | 4 chord composition | Listening  Looped composition on iPads. | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | **Rock Music**  History and styles within the genre | Listening  Vocabulary needed to describe the music  Back in Black - ACDC | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Compose a guitar riff | Listening  Guns n Roses – Sweet Child O’ Mine.  Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |



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| 1. Popular Styles | Exploration of important Popular music styles;  - Blues as the start of all popular music  - Dance  - Rock  - Reggae  - Motown / RnB  - Brit pop and Punk  Each week short listening / practical tasks based on the genre.  Independent reviews of pieces. | 4 Chord Song.  Students receive a pre-written chorus and they write a verse which will fit with the song theme.  Students will notate the melody and lyrics in the conventional manner into the score.  Teacher to explore Noteflight with the students. | Ensemble performance – Perfect by Ed Sheeran.  Ukulele cover of Anarchy in the UK by the Sex pistols  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, Melody reading,  Musicianship skills  - Vocal solo and Harmonising  - Vamping chords and Instrumental  Bank of pieces which Pupils perform together. Solo pieces exist for those students who do not want to perform with others. |

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| Lesson 1 | **Reggae**  History and styles within the genre | Listening  Vocabulary needed to describe the music  Get Up Stand Up – Bob Marley  Singing – 3 little birds class singing with ukuleles | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Influence of Reggae in the UK | Listening  Red Red Wine – UB40 | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | **Motown**  History and styles within the genre | Listening  Vocabulary needed to describe the music  Option 1 – Heatwave, Martha & The Vandellas Option 2 – Superstition, Stevie Wonder | Performance Practice  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Performance  Somewhere Only We Know – Keane (Lily Allen cover)  Use Somebody – Kings of Leon  Your Song – Elton John | Explanation of how to complete the Peer and Self-Assessment page. | Performance  Somewhere Only We Know – Keane (Lily Allen cover)  Your Song – Elton John |  |

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|  | Listening  Skills learnt and topics covered: | Composing  Skills learnt and techniques covered | Performing  Skills learnt and performance opportunities |
| 1. Popular Styles | Exploration of important Popular music styles;  - Music of the early Beatles  - Music of the late Beatles  - Online composing  - Manufactured bands – Pop Music  - Motown / RnB  - Brit pop and Punk  Each week short listening / practical tasks based on the genre.  Independent reviews of pieces. | Online composing  Music Lab Song Maker – Composition Programme.  Teacher to explain how to use the program and then allow students to alternate between practice at the keyboards and composing on the laptops.  Teacher to explore Noteflight with the students. | Ensemble performance – Perfect by Ed Sheeran.  Ukulele cover of Anarchy in the UK by the Sex pistols  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, Melody reading,  Musicianship skills  - Vocal solo and Harmonising  - Vamping chords and Instrumental  Bank of pieces which Pupils perform together. Solo pieces exist for those students who do not want to perform with others. |

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| Lesson 1 | **Britpop**  History and styles within the genre | Listening  Vocabulary needed to describe the music  Oasis ‘Roll with it’ v Blur’s ‘Country House’ Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Performance Practice  Ed Sheeran – Perfect – Melody and chords | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | **Punk Rock**  History and styles within the genre | Chords to ‘Anarchy in the UK’  Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Performance Practice  Ed Sheeran – Perfect – Melody and chords | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | **Music of the early Beatles**  To understand more about the changing styles of the Beatles during the ten years they were together. To understand how they turned from 4 local lads playing in a band to the most important band of their time.  \*History of the Beatles Video\* | Listening – A selection from the following songs  She Loves You  And I Love Her  Yesterday  Nowhere Man  In My Life  Eleanor Rigby | Performance Practice  Ed Sheeran – Perfect – Melody and chords  Ukulele, Guitar bass and power-chords, Drums and voices.  Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |

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|  | Listening  Skills learnt and topics covered: | Composing  Skills learnt and techniques covered | Performing  Skills learnt and performance opportunities |
| 1. Popular Styles | Exploration of important Popular music styles;  - Queen – What is Multi Tracking?  - The greatest live performance? – Queen at Live Aid.  - Musical Choices. - Why do we like the music we like?  - Listening – Exploring new musical styles.  Each week short listening / practical tasks based on the genre.  Independent reviews of pieces. | Online composing  Music Lab Song Maker – Composition Programme.  Teacher to explain how to use the program and then allow students to alternate between practice at the keyboards and composing on the laptops.  Teacher to explore Noteflight with the students. | Ensemble performance – Perfect by Ed Sheeran.  Ukulele cover of Anarchy in the UK by the Sex pistols  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, Melody reading,  Musicianship skills  - Vocal solo and Harmonising  - Vamping chords and Instrumental  Bank of pieces which Pupils perform together. Solo pieces exist for those students who do not want to perform with others. |

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| Lesson 1 | **Music of the late Beatles**  To understand more about the changing styles of the Beatles during the ten years they were together.  To see how their images changed during those 10 Years through; Studio Albums, Influences (Indian Music) and their films | Listening – A selection from the following songs  Strawberry Fields Forever  SGT. Pepper’s Lonely Heart Club Band  A Day In The Life, Hey Jude  While My Guitar Gently Weeps  The Long and Winding Road | Performance Practice  Ed Sheeran – Perfect – Melody and chords  Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Queen – What is Multi Tracking?  Who are Queen? - \*History of Queen Video\*  The greatest live performance? – Queen at Live Aid.  History of Live Aid | Listening  Queen – Bohemian Rhapsody  Queen - Somebody to Love  Writing frames provided for the Pupils to focus their ideas.  Live Aid performance.  What makes a performance great? | Performance Practice  Ed Sheeran – Perfect – Melody and chords  Singing – current piece arrangements from the top 40 – Dependant on what is currently popular and accessible. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Performance  Ed Sheeran – Perfect – Melody and chords | Explanation of how to complete the Peer and Self-Assessment page. | Performance  Ed Sheeran – Perfect – Melody and chords |  |

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|  | Listening  Skills learnt and topics covered: | Composing  Skills learnt and techniques covered | Performing  Skills learnt and performance opportunities |
| 1. Great Classical Composers | To study, in detail, some of the Great composers from the Baroque Era onwards. Including an insight into Nationalism.  - Haydn - Trumpet Concert in E flat  - Vivaldi - Four Seasons  - Tchaikovsky – Swan Lake  Each week short listening / practical tasks based on the genre | A longer, Melody and chord composition task.  Students will compose a melody and chord pattern of their own showing an understanding of how the chords and melody work together.  This could be in any of the styles studied.  Teacher to explore Noteflight with the students who have opted to take music at GCSE. | Ensemble performance – John William’s Imperial March from Star Wars.  Solo performance of a ballet piece from Tchaikovsky  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, melody reading, |

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| Lesson 1 | Haydn - Trumpet Concert in E flat  Historical significance of Haydn in the Classical Era. Context of Haydn’s contribution to the era  Watch performance. | Listening  Trumpet Concert in E flat  Writing frames provided for the pupils to focus their ideas. | Performance choices   * Jurassic Park theme * Forest Gump Theme   Keyboard and ukulele options - Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Vivaldi - Four Seasons  Historical significance of Vivaldi in the Baroque Era. Context of Vivaldi’s contribution to the era  Watch performance. | Listening  Winter from ‘Four Seasons’  Writing frames provided for the pupils to focus their ideas. | Performance choices   * Jurassic Park theme * Forest Gump Theme   Keyboard and ukulele options - Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Tchaikovsky – Swan Lake  Historical significance of Tchaikovsky in the Late Romantic Era. Context of Tchaikovsky’s contribution to the era and Ballet.  Watch performance. | Listening  Finale from ‘Swan Lake’  Writing frames provided for the pupils to focus their ideas. | Performance choices   * Jurassic Park theme * Forest Gump Theme   Keyboard and ukulele options - Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |

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|  | Listening  Skills learnt and topics covered: | Composing  Skills learnt and techniques covered | Performing  Skills learnt and performance opportunities |
| 6. Great Classical Composers | To study, in detail, some of the Great composers from the Baroque Era onwards. Including an insight into Nationalism.  - Gustav Holst – The Planets  - John Williams – Film Anthology  Each week short listening / practical tasks based on the composer / era | A longer, Melody and chord composition task.  Students will compose a melody and chord pattern of their own showing an understanding of how the chords and melody work together.  This could be in any of the styles studied.  Teacher to explore Noteflight with the students who have opted to take music at GCSE. | Ensemble performance – John William’s Imperial March from Star Wars.  Solo performance of a ballet piece from Tchaikovsky  Techniques include; Ensemble skills, Part selection, listening, Singing, Chord reading, melody reading, |

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| Lesson 1 | Gustav Holst – The Planets  Historical significance of John Williams to film music.  Early Life – Film and Television Compositions | Listening  Mars from the Planets  Writing frames provided for the pupils to focus their ideas. | Performance choices   * Jurassic Park theme * Forest Gump Theme   Keyboard and ukulele options - Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | John Williams – Film Anthology Part 2  His Legacy to film Music  His working relationship with George Lucas and Steven Spielberg | Listening  Star Wars – GCSE Set Work.  Comparison with Mars from previous lesson  Quick listening activity based on our three performance choices.  Jurassic Park theme, ET theme, Schindler’s List Theme | Performance choices   * Jurassic Park theme * Forest Gump Theme   Keyboard and ukulele options - Students to decide which part they wish to play. | Homework  Practice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Performance choices - Jurassic Park theme, Forrest Gump Theme.  Keyboard and ukulele options - Students to decide which part they wish to play. | Explanation of how to complete the Peer and Self-Assessment page. | Performance choices - Jurassic Park theme, Forrest Gump Theme.  Keyboard and ukulele options - Students to decide which part they wish to play. |  |

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