

YEAR 9-FREE COMPOSITION MUSIC – Terms 6

Music Year 9 (Unit 10)– Unit Intent: Free composition. **(Builds on from Units 1-9)**

Students will look to develop their knowledge of song-writing. Students will use the technological and performance skills already learned and use them in a compositional context. They will focus very heavily on the Elements of Music and how they contribute to creating an interesting composition. They will learn about Chord sequences, Melodies, Song Structures, Harmony, Lyrics and Riffs and how to use these to create a song in any style. They will also be developing their improvisational skills to help with this. Elements of Music will be further developed within a Song-writing context and listening tasks.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary Daily Retrieval/ Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/ Literacy Map</u>
<p><u>Knowledge goal</u> Recap Elements of Music. Develop understanding of song Structure and Phrasing.</p> <ol style="list-style-type: none"> Developing musical ideas in the form of a song. How to write for instrument(s) and/or voice(s) To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures Developing musical ideas within chosen forms and 	<p><u>Lesson Intent</u> <u>WEEK 1</u></p> <p><u>Feeds on from...</u> All units in Years 7 and 8, Remix and performing units will all feed into this.</p> <p><u>Feeds forward to...</u> Students to start looking at the structure of their piece and to create their own lyrics ready for adding in their chords next week.</p> <p>Students to listen critically to the Ed Sheeran song with a question sheet to</p>	<p><u>NEW PHRASING</u></p> <p><u>RETRIEVAL TEMPO TEXTURE STRUCTURE DYNAMICS TONALITY</u></p>	<p><u>Knowledge goal</u> Recap Elements of Music. Develop understanding of song Structure and Phrasing.</p> <p><u>Activities/Assessment (to including the metacognitive/learning verb</u></p> <p><u>Starter</u> LYRICS WRITING WEEK 1 https://www.youtube.com/watch?v=lp2RhzXGLHc</p> <p><u>Main Lesson</u> Introduce students to the concept of structure: to include: intro, verse Chorus, Bridge, pre-chorus. Students</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>structures:</p> <ol style="list-style-type: none"> Develop understanding of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure Develop methods of organising lyrics and Chords. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre, Listening and appraising songs to use as models for composing in those particular forms and styles. 	<p>helps to develop their understanding of how the Elements of music will help improve and make their song more interesting.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing skills (Unit 7) and composing skills (Unit 4)</p>		<p>to start with their Lyrics. They may write their own or use an existing poem or song lyrics as a starting point. They are to add these into their song writing plan sheet. Students to work in groups of 2-4.</p> <p><u>Plenary</u> Ed Sheeran thinking out loud listening task https://www.youtube.com/watch?v=lp-EO5I60KA</p>	
<p><u>Knowledge goal</u> Recap Elements of Music, Develop understanding of Chords and chord Sequences.</p> <ol style="list-style-type: none"> Developing musical ideas in the form of a song. How to write for instrument(s) and/or 	<p><u>WEEK 2</u> <u>Feeds on from...</u> Students to use the lyrics and structure created last lesson. They are to use their analysis of Ed Sheeran song last week to help inform this.</p> <p><u>Feeds forward to...</u> Students to develop their understanding of Lyric writing</p>	<p><u>RETRIEVAL</u> Loops Ostinato Riff Audio Software Instrument MIDI</p>	<p><u>Starter</u> CHORDS WEEK 2 https://www.youtube.com/watch?v=B7H7IOxnDQk</p> <p><u>Main Lesson</u> Teacher to model chords and chord sequences and point out their Keyboard chord cheat sheet to help them.</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>voice(s)</p> <ol style="list-style-type: none"> 3. To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures 4. Developing musical ideas within chosen forms and structures: 5. Develop understanding of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure 6. Develop methods of organising lyrics and Chords. 7. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre, 8. Listening and appraising songs to use as models for composing in those particular forms and styles. 	<p>and structure further. They are to develop their understanding of chords and how to organise chords into a sequence on which to base their melody on. They are to then work on improving their keyboard skills. Students to think about Tempo of their song.</p> <p>Students to develop their understanding of successful song-writing.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing skills (Unit 7) and composing skills (Unit 4).</p>		<p>Students to start experimenting with chords, rhythm of chords. They are to have added their chord sequences into their Song-writing plan sheet by the end of the lesson</p> <p><u>Plenary</u> SONGWRITING https://www.youtube.com/watch?v=BMQGNphlw7w</p> <p>Fill in Weekly Target focus sheet</p>	
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<p><u>Knowledge goal</u> Recap Chords and chord Sequences. Develop understanding of Melody and Riffs/Ostinatos.</p> <ol style="list-style-type: none"> 1. Developing musical ideas in the form of a song. 2. How to write for instrument(s) and/or voice(s) 3. To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures 4. Developing musical ideas within chosen forms and structures: 5. Develop understanding of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure 6. Develop methods of organising lyrics and Chords. 7. To be able to listen and effectively appraise several songs to develop 	<p><u>WEEK 3</u> <u>Feeds on from...</u> Students to use the lyrics and chords created last lesson, plus their knowledge of song-writing so far.</p> <p><u>Feeds forward to...</u> Students to develop their understanding of chords further. They are to develop their understanding of chords and how to organise chords into a sequence on which to base their melody on. They are to then work on improving their improvisation skills.</p> <p>Students to use Rag 'n' Bone Man listening task to develop understanding of Structure and phrasing.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing-skills (Unit 7) and composing skills (Unit 4)</p>	<p><u>RETRIEVAL</u> Ostinato Riff Track Audio Instrument Texture Layering Improvisation Chord sequence Melody Structure Phrasing Lyrics. Dynamics Tempo</p>	<p><u>Starter</u> LYRICS WRITING WEEK 3 https://www.youtube.com/watch?v=NORVR34k7es</p> <p><u>Main Lesson</u> Students to start practising their chord sequences, so that they are able to play them smoothly by the end of the lesson, in preparation for the next task of writing melodies and riffs.</p> <p><u>Plenary</u> https://www.youtube.com/watch?v=UcmrgTNE9Cs</p> <p>Fill in Weekly Target focus sheet</p>	<p>Revise key vocabulary for quiz/listening task.</p>
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<p>skills when composing in a particular style or genre,</p> <p>8. Listening and appraising songs to use as models for composing in those particular forms and styles.</p>				
<p>Knowledge goal Recap: Improvisation, pentatonic scale, Melody and Riffs/Ostinatos. Elements of Music.</p> <ol style="list-style-type: none"> 1. Developing musical ideas in the form of a song. 2. How to write for instrument(s) and/or voice(s) 3. To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures 4. Developing musical ideas within chosen forms and structures: 5. Develop understanding of the principles of rhythmic, melodic and 	<p>WEEK 4 Feeds on from...Students to use the lyrics, chords, structure and phrasing created the last few lessons, plus their knowledge of song-writing so far. To use Rag n Bone Man listening task to help develop understanding of Structure and phrasing.</p> <p>Feeds forward to... Students to develop their understanding of structure. They are to develop their understanding of chords and how to organise chords into a sequence on which to base their melody on. They are to then work on improving their improvisation skills to create a melody and Riffs.</p>	<p>RETRIEVAL Ostinato Riff Track Audio Instrument Texture Layering Improvisation Chord sequence Melody Structure Phrasing Lyrics. Dynamics Tempo Pentatonic scale</p>	<p>Knowledge goal Recap: Improvisation, pentatonic scale, Melody and Riffs/Ostinatos. Elements of Music.</p> <p>Starter Listening task Rag n bone man focus on Structure. https://www.youtube.com/watch?v=L3wKzyIN1yk</p> <p>IMPROV RIFFS/MELODIES https://www.youtube.com/watch?v=B7H7IOxnDQk Fill in Weekly Target focus sheet</p> <p>Main lesson Teacher to model Improvisation. Students are able to access computers or instruments to work on this process, it is entirely up to them.</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>harmonic construction and the working of Song writing structure</p> <ol style="list-style-type: none"> 6. Develop methods of organising lyrics and Chords. 7. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre, 8. Listening and appraising songs to use as models for composing in those particular forms and styles. 	<p>Students to use Bon Jovi listening task to develop understanding of Dynamics, Texture and Tempo.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing-skills (Unit 7) and composing skills (Unit 4).</p>		<p>Now that students are able to play their chord sequence they are to improvise melodies to fit with their Lyrics.</p> <p>Plenary BON JOVI LISTENING living on a prayer https://www.youtube.com/watch?v=DK9Qalzhwk</p> <p>Fill in Weekly Target focus sheet</p>	
<p><u>Knowledge goal</u> Recap: Improvisation, pentatonic scale, Melody and Riffs/Ostinatos. Elements of Music.</p> <ol style="list-style-type: none"> 1. Developing musical ideas in the form of a song. 2. How to write for instrument(s) and/or voice(s) 3. To develop skills that allow the student to 	<p><u>WEEK 5</u> <u>Feeds on from...</u>Students to use the lyrics, chords, structure and phrasing created the last few lessons, plus their knowledge of song-writing so far and develop their song further. To use Bon Jovi listening task to help develop understanding of Tempo, Dynamics and Texture.</p> <p><u>Feeds forward to...</u></p>	<p><u>RETRIEVAL</u> Ostinato Riff Track Audio Instrument Texture Layering Improvisation Chord sequence Melody Structure Phrasing Lyrics.</p>	<p><u>Starter</u> COLDPLAY sky full of stars Listening task https://www.youtube.com/watch?v=VPRjCe0Bqrl</p> <p><u>Main lesson</u> Students to look to develop their melodies/Riffs of their songs and work on the performance of the song.</p> <p><u>Extension:</u> Add in Guitar/Bass/Keyboard Riffs and a beat to create a groove.</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>develop sensitive and idiomatic handling of appropriate timbres and textures</p> <p>4. Developing musical ideas within chosen forms and structures:</p> <p>5. Develop understanding of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure</p> <p>6. Develop methods of organising lyrics and Chords.</p> <p>7. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre,</p> <p>8. Listening and appraising songs to use as models for composing in those particular forms and styles.</p>	<p>They are to develop their understanding of how to use improvisation to develop their melody and riffs (extension) They are to then work on improving their improvisation skills further to create a memorable and catchy melody and Riffs.</p> <p>To use Bon Jovi, Coldplay, Ed Sheeran and Rag n Bone Man listening tasks to help develop understanding of Tempo, instrumentation Dynamics and Texture and how they contribute in creating a memorable song.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing-skills (Unit 7) and composing skills (Unit 4)</p>	<p>Dynamics Tempo</p>	<p><u>Plenary</u> SONGWRITING https://www.youtube.com/watch?v=BMQGNphlw7w</p> <p>Fill in Weekly Target focus sheet</p>	
<p><u>Knowledge goal</u> Recap: Improvisation, pentatonic scale, Melody and</p>	<p><u>WEEK 6</u> <u>Feeds on from</u> Students to use the lyrics, chords, structure and phrasing created the last few</p>	<p><u>RETRIEVAL</u> Ostinato Riff Track Audio</p>	<p><u>Starter</u> SONGWRITING WEEK 6 https://www.youtube.com/watch?v=ZOqanz02Amil</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>Riffs/Ostinatos. Elements of Music. Develop understanding of Texture and instrumentation.</p> <ol style="list-style-type: none"> 1. Developing musical ideas in the form of a song. 2. How to write for instrument(s) and/or voice(s) 3. To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures 4. Developing musical ideas within chosen forms and structures: 5. Develop understanding of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure 6. Develop methods of organising lyrics and Chords. 7. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre, 	<p>lessons, plus their knowledge of song-writing so far and develop their song further. To use Bon Jovi, Coldplay, Ed Sheeran and Rag n Bone man listening tasks to help develop understanding of Tempo, instrumentation, Dynamics and Texture and how they contribute in creating a memorable song.</p> <p>Feeds forward to... Students to develop their understanding of structure. They are to develop their understanding of how to use improvisation to create their melody and riffs (extension) They are to then work on improving their improvisation skills further to create a melody and Riffs.</p> <p>Feeds forward to the BTEC Developing their sequencing-skills (Unit 7) and composing skills (Unit 4).</p>	<p>Instrument(ation) Texture Layering Improvisation Chord sequence Melody Structure Phrasing Lyrics. Dynamics Tempo</p>	<p>Main Lesson Students to work on developing their performance of their song. Teacher to record final performances of songs for those students that don't want to perform live.</p> <p>Extension: Add in Guitar/Bass/Keyboard Riffs and a beat</p> <p>Plenary John Meyer: The song writing process. https://www.youtube.com/watch?v=HT732uwJOz4</p> <p>Fill in Weekly Target focus sheet</p>	
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<p>8. Listening and appraising songs to use as models for composing in those particular forms and styles.</p>				
<p><u>Knowledge goal</u> Recap: Improvisation, pentatonic scale, Melody and Riffs/Ostinatos. Elements of Music. Develop understanding of Texture and instrumentation.</p> <ol style="list-style-type: none"> 1. Developing musical ideas in the form of a song. 2. How to write for instrument(s) and/or voice(s) 3. To develop skills that allow the student to develop sensitive and idiomatic handling of appropriate timbres and textures 4. Developing musical ideas within chosen forms and structures: 5. Develop understanding 	<p><u>WEEK 7</u> <u>Feeds on from...</u> To perform their song created over the last 6 weeks as a final project.</p> <p><u>Feeds forward to the BTEC</u> Developing their sequencing-skills (Unit 7) and composing skills (Unit 4).</p>	<p><u>RETRIEVAL</u> Ostinato Riff Track Audio Instrument Texture Layering Improvisation Chord sequence Melody Structure Phrasing Lyrics. Dynamics Tempo</p>	<p><u>Starter</u> Song writing Tips to create efficiency. https://www.youtube.com/watch?v=7nlGDEsp3o</p> <p><u>Main Lesson</u> Students may perform live or play pre-recorded versions of their songs to the class.</p> <p>Peer Assessment</p> <p><u>Plenary</u> Ed Sheeran 10,000 hour rule and advice for musicians starting out song writing. https://www.youtube.com/watch?v=RDyg_41QF1w</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p>of the principles of rhythmic, melodic and harmonic construction and the working of Song writing structure</p> <p>6. Develop methods of organising lyrics and Chords.</p> <p>7. To be able to listen and effectively appraise several songs to develop skills when composing in a particular style or genre,</p> <p>8. Listening and appraising songs to use as models for composing in those particular forms and styles.</p>				
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