

# MUSIC- YEAR 9-INTRODUCTION TO MUSIC – Terms 1, 3 and 5

## Students to work on a new piece(s) each term.

**Music Year 9 (Unit 7)– Unit Intent: (Feeds on from units 1-5)** Students will look to develop their performing skills. They will learn about the importance of efficient rehearsals and individual practice. They will develop warm up skills and why they are important. They will also develop Self and peer review skills, so that their rehearsal skills are effective. They will focus very heavily on the Elements of Music and how they contribute to creating an interesting and successful performance. They will also be developing their improvisational skills to help with this. Elements of Music will be further developed within a performing context and listening tasks. This will inform their understanding with regards to what makes a successful performance.

<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><b>Knowledge Goal</b> Develop understanding of Lyrics, tabs and chord notation.</p> <ol style="list-style-type: none"> <li>Students to develop understanding on effective, efficient rehearsals and working to a deadline.</li> <li>Students to develop good individual rehearsal habits.</li> <li>Students to develop their ensemble skills.</li> <li>To develop listening skills using the elements of music and using these skills to inform their performance and the performances of others (Peer assessment)</li> <li>Students to make use of Musical elements, techniques and resources</li> </ol>	<p><b>WEEK 1</b> <u>Feeds on from...</u> All Year 7 instruments of the orchestra, Danse Macabre , keyboard and vocal unit. Year 8 samba and Blues units. Students will also be revisiting Elements of Music both in a performing and listening context.</p> <p><u>Feeds forward to...</u> Students will continue to focus on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to develop analysis skills each week which will feed into their performance.</p>	<p><b>NEW</b> TAB CONCENTRATION CO-OPERATION</p> <p><b>RETRIEVE</b> CHORDS LYRICS</p>	<p>Explanation of task</p> <p>Students to decide which piece they would like to work on.</p> <p>Research chords, lyrics, tabs, notation.</p> <p>To listen to chosen piece and listen, critique and analyse their own individual part.</p> <p>To 'PRACTICE' work on their <b>individual</b> part.</p>	<p><b>Complete literacy task:</b> <b>*Tab</b> <b>*Concentration</b> <b>*Co-operation</b></p> <p><b>Practise your individual part to your chosen piece.</b></p>

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<p>to interpret and communicate musical ideas with technical control and with expression. This includes: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.</p> <p>6. Students to develop skills performing music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.</p> <p>7. Develop students understanding of the purpose and intention of their piece of music, and the effect of audience, time and place when performing their piece.</p> <p>8. Students to develop their control, expression appropriately to the style of their chosen piece.</p>	<p><u>Feeds forward to the BTEC</u> Developing their performance skills) Unit 5 (Performance).</p>			
<p><b>Knowledge Goal</b> Develop understanding of practice and warm up techniques</p> <p>1. Students to develop understanding on effective, efficient rehearsals and working to a deadline.</p>	<p><b>WEEK 2</b> <u>Feeds on from...</u> Students to build on their individual practise. Students to use analysis skills to develop understanding on how as an individual they can improve. Students to start to understand</p>	<p><b>NEW</b> ENSEMBLE PRACTICE TECHNIQUE</p> <p><b>RETRIEVAL</b> TAB CONCENTRATION CO-OPERATION</p>	<p>Starter: How to practise <b>Term 1</b> <a href="https://www.youtube.com/watch?v=f2O6mQkFiiw">https://www.youtube.com/watch?v=f2O6mQkFiiw</a></p> <p><b>Term 3</b> <a href="https://www.youtube.com/watch?v=INj-J8g1azM">https://www.youtube.com/watch?v=INj-J8g1azM</a></p>	<p><b>Complete literacy task:</b> *Ensemble *Practice *Technique</p> <p><b>Practise your individual part</b></p>

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<ol style="list-style-type: none"> <li>2. Students to develop good individual rehearsal habits.</li> <li>3. Students to develop their ensemble skills.</li> <li>4. To develop listening skills using the elements of music and using these skills to inform their performance and the performances of others (Peer assessment)</li> <li>5. Students to make use of Musical elements, techniques and resources to interpret and communicate musical ideas with technical control and with expression. This includes: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.</li> <li>6. Students to develop skills performing music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.</li> </ol>	<p>how important interpretive, expressive and phrasing skills are when performing.</p> <p><b><u>Feeds forward to...</u></b>          Students will now be focusing on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to start working on their individual part and breaking it down into smaller sections to practice. Students to develop analysis skills each week which will feed into their performance. Students to start developing peer assessment skills.</p> <p><b><u>Feeds forward to the BTEC</u></b>          Developing their performance skills Unit 5 (Performance).</p>	<p>CHORDS LYRICS</p>	<p><b>Term 5</b>  <a href="https://www.youtube.com/watch?v=sB0cOZTBuK8">https://www.youtube.com/watch?v=sB0cOZTBuK8</a></p> <p><b>Starter</b>          Watch two separate performances of the same piece and discuss why that those performances are so effective and powerful.</p> <p><b>Main Lesson</b>          Students to work individually on their own part. It is important to stress the importance of EFFECTIVE practicing and rehearsals.</p> <p><b>Plenary:</b>          Within Group Peer assessment.</p>	<p><b>to your chosen piece.</b></p>
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<p>7. Develop students understanding of the purpose and intention of their piece of music, and the effect of audience, time and place when performing their piece.</p> <p>8. Students to develop their control, expression appropriately to the style of their chosen piece.</p>				
<p><u>Week 3:</u> <b>Knowledge Goal</b> Develop further understanding of effective practise skills and giving and receiving constructive feedback.</p> <ol style="list-style-type: none"> <li>Students to develop understanding on effective, efficient rehearsals and working to a deadline.</li> <li>Students to develop good individual rehearsal habits.</li> <li>Students to develop their ensemble skills.</li> <li>To develop listening skills using the elements of music and using these skills to inform their performance and</li> </ol>	<p><b>WEEK 3</b> <b>Feeds on from...</b> Students to start working as an ensemble putting together the parts. They need to start to understand the importance of securing Bass and Drums, vocals and guitar etc.</p> <p><b>Feeds forward to...</b> Students will now be focusing on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to start working on their individual part and breaking it</p>	<p><b>NEW</b> CRITIQUE CONSTRUCTIVE</p> <p><b>RETRIEVAL</b> ENSEMBLE PRACTICE TECHNIQUE TAB CONCENTRATIO N CO-OPERATON CHORDS LYRICS</p>	<p><b>Starter effect practise skills</b> <b>Term 1</b> <a href="https://www.youtube.com/watch?v=sB0cOZTBuK8">https://www.youtube.com/watch?v=sB0cOZTBuK8</a></p> <p><b>Term 3</b> <b>Why vocal Warm ups.</b> <a href="https://www.youtube.com/watch?v=fSqMVGw4XR8">https://www.youtube.com/watch?v=fSqMVGw4XR8</a></p> <p><b>Term 5</b> Keyboard warm ups <a href="https://www.youtube.com/watch?v=TcJYCtWZat4">https://www.youtube.com/watch?v=TcJYCtWZat4</a></p> <p>To Teacher listen 'within' group and 'critique' offering 'CONSTRUCTIVE' advice on how to improve. Focus on developing the relationships between parts. To have some understanding</p>	<p><b>Complete literacy task:</b> <b>*Critique</b> <b>*Constructive</b></p> <p><b>Practise your individual part to your chosen piece.</b></p>

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<p>the performances of others (Peer assessment)</p> <ol style="list-style-type: none"> <li>5. Students to make use of Musical elements, techniques and resources to interpret and communicate musical ideas with technical control and with expression. This includes: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.</li> <li>6. Students to develop skills performing music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.</li> <li>7. Develop students understanding of the purpose and intention of their piece of music, and the effect of audience, time and place when performing their piece.</li> <li>8. Students to develop their control, expression</li> </ol>	<p>down into smaller sections to practice. Students to develop analysis skills each week which will feed into their performance. Students to start developing peer assessment skills.</p> <p><b><u>Feeds forward to the BTEC</u></b> Developing their performance skills Unit 5 (Performance).</p>		<p>what is the 'ACCOMPANIMENT' and what is the main 'MELODY'</p> <p><b>Main Lesson</b> Students to start work 'within' their group on their own part. It is important to stress the importance of collaboration and listening.</p> <p><b>Final :</b> Students to set individual targets for next lesson.</p>	
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<p>appropriately to the style of their chosen piece.</p>				
<p><u>Week 4:</u></p> <p><b>Knowledge Goal</b> Recap: Elements of Music and effective feedback</p> <ol style="list-style-type: none"> <li>1. Students to develop understanding on effective, efficient rehearsals and working to a deadline.</li> <li>2. Students to develop good individual rehearsal habits.</li> <li>3. Students to develop their ensemble skills.</li> <li>4. To develop listening skills using the elements of music and using these skills to inform their performance and the performances of others (Peer assessment)</li> <li>5. Students to make use of Musical elements, techniques and resources to interpret and communicate</li> </ol>	<p><b>WEEK 4</b></p> <p><u>Feeds on from...</u> Students to look at developing and understanding 'interpretive' skills Understanding the important of TEMPO and DYNAMICS and how they can work on these within their performance. Students to learn how to listen and act on Feedback.</p> <p><u>Feeds forward to...</u> Students will now be focusing on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to start working on their individual part and breaking it down into smaller sections to practice. Students to develop analysis skills each week which will feed into their performance. Students to start developing peer assessment skills.</p>	<p><b>NEW</b> EVALUATE. EXPRESSION INTERPRET</p> <p><b>RETRIEVAL</b> ENSEMBLE PRACTICE TECHNIQUE TAB CONCENTRATION CO-OPERATION CHORDS LYRICS CRITIQUE CONSTRUCTIVE</p>	<p><b>Starter:</b> To Peer listen 'within' groups and 'critique' offering 'CONSTRUCTIVE' advice on how to improve.</p> <p><b>Main lesson</b> To start thinking about how to develop 'INTERPRETIVE' skills and EXPRESSION and how to IMPLEMENT them into their performance.</p> <p><b>Final :</b> Students to set individual targets for next lesson.</p>	<p><b>Complete literacy task</b> *Evaluate *Expression *Interpret</p> <p><b>Practise your individual part to your chosen piece.</b></p>

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<p>musical ideas with technical control and with expression. This includes: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.</p> <ol style="list-style-type: none"><li>6. Students to develop skills performing music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.</li><li>7. Develop students understanding of the purpose and intention of their piece of music, and the effect of audience, time and place when performing their piece.</li><li>8. Students to develop their control, expression appropriately to the style of their chosen piece.</li></ol>	<p><u>Feeds forward to the BTEC</u> Developing their performance skills) Unit 5 (Performance).</p>			
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<p><u>Week 5:</u> <b>Knowledge Goal</b> Recap: Elements of Music and effective feedback.</p> <ol style="list-style-type: none"> <li>1. Students to develop understanding on effective, efficient rehearsals and working to a deadline.</li> <li>2. Students to develop good individual rehearsal habits.</li> <li>3. Students to develop their ensemble skills.</li> <li>4. To develop listening skills using the elements of music and using these skills to inform their performance and the performances of others (Peer assessment)</li> <li>5. Students to make use of Musical elements, techniques and resources to interpret and communicate</li> </ol>	<p><b>WEEK 5</b> <b>Feeds on from...</b> Students to look at developing and understanding 'expressive' skills Understanding the important of the impact of TEXTURE on DYNAMICS and how they can work on these within their performance. Students to learn how to listen and act on Feedback.</p> <p><b>Feeds forward to...</b> Students will now be focusing on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to start working on their individual part and breaking it down into smaller sections to practice. Students to develop analysis skills each week which will feed into their performance. Students to start developing peer assessment skills.</p>	<p><b>NEW</b> COMMUNICATE STAGE PRESENCE FLUENCY</p> <p><b>RETRIEVAL</b> ENSEMBLE PRACTICE TECHNIQUE TAB CONCENTRATION CO-OPERATION CHORDS LYRICS CRITIQUE CONSTRUCTIVE EVALUATE. EXPRESSION INTERPRET FLUENCY PITCH TEMPO DYNAMICS RHYTHM</p>	<p><b>Starter:</b> Keyboard warm ups <a href="https://www.youtube.com/watch?v=TcJYctWZat4">https://www.youtube.com/watch?v=TcJYctWZat4</a></p> <p><b>Main Lesson</b> To Peer listen 'between' groups and 'critique' offering 'CONSTRUCTIVE' advice on how to improve.</p> <p>To continue to develop INTERPRETIVE SKILLS and EXPRESSION but now to look at 'PHRASING'</p> <p>To work on developing their confidence resulting in an improved 'STAGE PRESENCE'</p> <p>To understand the important of a SUPPORTIVE environment within their group to create the best performance.</p>	<p><b>Complete literacy task:</b> <b>*Communicate*</b> <b>*Stage presence.</b> <b>*Fluency</b></p> <p><b>Practise your individual part to your chosen piece.</b></p>



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<p><u>Week 6:</u> <b>Knowledge Goal</b> Recap: Elements of Music and effective feedback.</p> <ol style="list-style-type: none"> <li>1. Students to develop understanding on effective, efficient rehearsals and working to a deadline.</li> <li>2. Students to develop good individual rehearsal habits.</li> <li>3. Students to develop their ensemble skills.</li> <li>4. To develop listening skills using the elements of music and using these skills to inform their performance and the performances of others (Peer assessment)</li> <li>5. Students to make use of Musical elements, techniques and resources to interpret and communicate</li> </ol>	<p><b>WEEK 6</b> <b>Feeds on from...</b> To experience performing for their peers and offering constructive and supportive feedback.</p> <p><b>Feeds forward to...</b> Students will now be focusing on building their individual instrumental/vocal technique and improving their skills week by week. This unit is to encourage both independent learning, resilience and group work skills. Students to start working on their individual part and breaking it down into smaller sections to practice. Students to develop analysis skills each week which will feed into their performance. Students to start developing peer assessment skills.</p> <p><b>Feeds forward to the BTEC</b> Developing their performance skills) Unit 5 (Performance)</p>	<p><b>NEW</b> AUDIENCE</p> <p><b>RETRIEVAL</b> ENSEMBLE PRACTICE TECHNIQUE TAB CONCENTRATIO N CO-OPERATON CHORDS LYRICS CRITIQUE CONSTRUCTIVE EVALUATE. EXPRESSION INTERPRET COMMUNICATE STAGE PRESENCE COMMUNICATE STAGE PRESENCE FLUENCY PITCH TEMPO DYNAMICS RHYTHM</p>	<p>Starter activity: To polish and prepare their piece</p> <p>Main Lesson: Group performances of chosen piece to be teacher and peer assessed.</p> <p>Final Activity: Self evaluation Activity</p>	<p><b>Complete literacy task:</b> <b>*Audience</b></p> <p><b>Practise your individual part to your chosen piece.</b></p>

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