

Subject: Music Year 9 Ability All

Term / Date(s)	Half term 1 or 2	Half term 3 or 4	Half term 5 or 6
Topic	Protest Songs	Music for Film	Decades
Topic overview	Students gain understanding of the Protest song genre through analysis/performance of songs from the last 50 years and use this as a basis for creating an original song on a topic of their choice.	Students are introduced to basic sequencing via an online platform which enables them to create their own soundtrack for a short animation.	Students will demonstrate their musical skills by creating a presentation and recording (live or DAW based) on a guided choice of piece from the genre.
Pupils will learn...	Students gain understanding of the Protest song genre through analysis/performance of songs from the last 50 years and use this as a basis for creating an original song on a topic of their choice.	Students are introduced to basic sequencing via an online platform which enables them to create their own soundtrack for a short animation.	Students will demonstrate their musical skills by creating a presentation and recording (live or DAW based) on a guided choice of piece from the genre.
Components	Students listen to Protest songs from their 60s/70s heyday to more recent examples. They will analyse their theme/lyrical content & explore them musically by playing melody or chord sequences on ukulele/keyboard. Tonality (difference between Maj/Min) will be recapped & the basics of related chords (I, IV, V VI) explained. Students use this as the basis for creating a 4 chord sequence starting point for their own Protest song. Working with a partner, students agree on a theme and write lyrics for their song considering guidelines for the difference between Chorus/Verse. Students develop their song by setting the lyrics to their chords before adding appropriate beat/sound.	Understand/describe how music can be used to express atmosphere/emotion when linked to film. Demonstrate composing/ music creation skills in developing a film soundtrack. They learn about and apply tonality & timbre effectively creating ostinato melodies and selecting appropriate loops. Students explore & develop sequencing skills to produce their original film piece. They are expected to programme a drum machine, select/sequence samples & employ quantise to ensure accurate timing. Students follow teacher-led, step-by-step demonstration to produce their composition to develop their understanding of the process of composition.	Students will be guided in researching a popular style from the last 60 years. For the chosen genre, they will listen to representative music to help them identify key musical features. They will then use their sequencing and/or performing skills to create a short recording of a representative piece from the genre that demonstrates their ability to create musical products. Alongside this recording, they will create a brief presentation to demonstrate their understanding of the key elements and the wider context of the style.
What pupils should already know (prior learning components)	Students have experience in following notation to perform pieces on keyboard and ukulele, regularly working with others in duet or small groups. They have worked on maintaining an independent part in the RocknRoll SoL. They created lyrics and performed them rhythmically in the Y7 Rap scheme.	Students have experience of working creatively to meet a brief as they have regularly been expected to come up with their own ideas across KS3 (e.g. Y7 Rap & Y9 Protest song.) They have also developed their ability to use notation, planning documents & instructions to support their music making. Listening skills developed over KS3 will aid analysis work.	Students have experience in following notation to perform pieces on keyboard and ukulele. They should have developed their confidence in reading and understanding how to play pieces of music. They will have working knowledge of using sequencing software as a means of recording and arranging Music. They will be able to work in pairs or independently to prepare a piece. Students will have some understanding of musical elements and how to apply these in describing pieces/styles.
Transferrable knowledge (skills)	Develop analysis skills by listening and exploring key features/ terminology of a set style. Develop compositional skills in creating a chord sequence & suitable setting for their Protest song. Develop ability in combining & maintaining independent parts.	Develop sequencing skills on Yustudio as a means of music creation in preparation for KS4. Develop analysis skills by listening and exploring key features/ terminology of Music for Film. Develop compositional skills in creating a suitable soundtrack for the provided animation.	Develop analysis skills by listening and exploring key features/ terminology of a set style. Develop sequencing skills on Yustudio as a means of music creation in preparation for KS4. Experience in rehearsing & performing with others. Develop instrument specific technique.

	Develop understanding of song lyrics as means of self expression Students use their voices to deliver the lyrics of their song.		Develop use of key terminology in discussing music & when self-evaluating.
Key vocabulary pupil will know and learn	Chord sequence, Key signature, Major/Minor , Tonality, Timbre, Structure, Chorus, Verse, Protest, Theme, Rhyme scheme, Imagery, Metaphor	Major/Minor, Tonality, Timbre, Soundtrack, Diegetic music, Underscore, Leitmotif, Mickey-mousing	Compositional - Chord sequence, Major/Minor, Tonality Rhythm, Structure, Chorus, Verse, & Sonic - Instrumentation, Texture, Production, DAW (Digital Audio Workstation)
Assessment activities	Ongoing formative assessment through regular verbal feedback during rehearsal work and individual Self Reflection log in which students record targets for the lesson & their progress towards them. Some low stakes testing of knowledge recall through do now/starter activities. Duet performance on Keyboard or Ukulele of a song chosen by students from the provided repertoire. Students create and perform a Protest song on a topic of their choice.	Ongoing formative assessment through regular verbal feedback during rehearsal work and individual Self Reflection log in which students record targets for the lesson & their progress towards them. Keyboard performance of a famous character leitmotif Sequenced composition providing soundtrack for the set movie clip. Listening exercises to gauge student ability to understand & describe how the musical elements generate atmosphere. They are also asked to recognise movie themes as an introduction to Williams/Elfman/Zimmer.	Ongoing formative assessment through regular verbal feedback when preparing recording/presentation. Recording of live performance or sequenced arrangement of representative piece from the genre Presentation work which demonstrates student ability to understand & use the musical elements.
Resources available	VOX video on evolution of American Protest music. BBC Bitesize website guidance on songwriting. Example recordings of previous student songs to model expectation & inspire creativity.	Series of Youtube videos exemplifying the atmosphere provided by music for film. Range of audio clips to quiz students on their knowledge of movie music & to educate on the composers who provide it. Short animated movie involving a robot chase as stimulus for composition.	Youtube videos to exemplify the choice of style. Guided research tasks on class notebook Classroom instruments Yustudio sequencing software Classroom computers/Office 365
Notes Why this topic is important...	This scheme will allow students to use the instrumental skills fostered earlier in the Key Stage to access a genre they may not be familiar with. It expects them to demonstrate the performance skills they have developed and offers scope for personal expression through the composition of an original song. It is also indicative of the style of explorative work expected in the Tech Award should they opt to study the subject further.	This scheme requires students to demonstrate skills fostered earlier in the Key Stage including accurate description & imaginative use of musical elements. It allows them to develop sequencing skills as a means of music creation which are essential to further study at KS4. It is also indicative of the style of explorative work expected in the Tech Award should they opt to study the subject further.	This scheme gives students the opportunity to demonstrate all the skills they have developed over the course of the Key Stage. They will be able to tailor their practical work to their own skill set. It requires them to work more independently, to demonstrate their understanding and to apply their knowledge. It is also indicative of the style of project work expected in the Tech Award should they opt to study the subject further.