



Academic Learning Plan Music Year 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9 Units	9.1 Music for Film			9.2 Popular song		
Content	<p>Students will analyse, perform and write their own music based on the area of film music. To do this they will:</p> <ul style="list-style-type: none"> • Listen to and analyse features of a range of music by different composers and for different styles of films • Understand the concept of a leitmotif and how it can be used in film • Perform a variety of different film music themes • Watch film clips while critically thinking about how the music has been used to advance or explain the plot • Understand that films can be interpreted in different ways and that film composers may choose different directions to manipulate audiences • Write a leitmotif for a chosen character and adapt it to convey change • Write an effective piece of music for a film clip, using the skills and knowledge gained throughout the unit 			<p>Students will analyse and perform and then write their own pop songs. To do this they will:</p> <ul style="list-style-type: none"> • Listening to songs to understand conventions such as chord progressions, structures and hook lines. • Learn how to interpret lead sheets including chord symbols and basic TAB if needed • Whole class performances of songs focussing on accuracy of chords and harmonic rhythm • Picking, rehearsing and performing a song as a group with a focus on ensemble skills <p>Writing songs with structures appropriate to the style. Utilising chord progressions to create melodies.</p>		
Literacy	<ul style="list-style-type: none"> • knowledge organisers with focus on Literacy and key terminology • Keywords displayed in classrooms • Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, etc. 					
Knowledge organiser	<p>MADTSHIRT knowledge organisers in classroom and displayed</p> <p>Relevant knowledge organisers for each project</p> <p>Music literacy maps – Chords and note names</p>					
Assessment	<p>Constant formative assessment based on micro performance tasks and questioning. Assessment is based on performance and composition</p>			<p>Constant formative assessment based on micro performance tasks and questioning. Assessment is based on performance and composition</p>		
GCSE AO Link (or other) if applicable	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p>			<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p>		

	AO4 use appraising skills to make evaluative and critical judgements about music	AO4 use appraising skills to make evaluative and critical judgements about music
Homework	Focus on Sound tasks and quizzes Focus on Sound	Focus on Sound tasks and individual planning and preparation
CEIAG	The film industry	Music technology roles in industry and the role of the song writer
Enrichment	School ensembles including Choir and instrumental lessons are available for students throughout the year. There will also be the opportunity to be a part of the school musical. Where possible and depending on local and national arts programming, trips to see live music events will be planned as optional trips, where possible, these will link to the	

Intent :

By the end of Year 9, students should be able to apply their knowledge of music effectively to be able to perform music from a variety of different score formats and write music that is stylistically appropriate across a variety of genres from the 20th and 21st centuries. Students will be able to identify features that they hear and comment on music with an understanding of context, demonstrating critical awareness of a range of musical styles.