Swanwick Hall School Long Term Planning

Year 9 Music

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| Learning cycle | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| 1  Soundtracks  5/9/22 – 21/10/22 | Explore film music used in Westerns in terms of the Elements of Music e.g. music from The Big Country, The Good, The Bad and The Ugly, The Magnificent Seven referring to particular use of instruments.  Perform the theme to “The Good, The Bad and The Ugly” focusing on selecting appropriate timbres and sonorities to create a mood, feeling and place of ‘The Wild West’ | Explore the soundtrack to “Psycho” through listening and appraising of extracts from Bernard Hermann’s score in terms of musical features associated with this genre | Complete a “Music Spotting” activity either as a class or in groups to identify suitable and appropriate points for music/sound effects/diegetic and non-diegetic film music to whichever video has been chosen | Introduce Cue Sheets and/or Storyboards as planning tools used by film music composers referring to the 5-4-3-2-1 countdown timer and the on-screen timer and the importance of exact timing within Film Music. | Be able to complete a key-words test | ***checkpoint week***  Perform final completed soundtracks ‘along with the video’ and record.  IPAD Recordings | ***gap week*** |  |
| 2  The Music Industry at Christmas  31/10/22- 22/12/22 | Know what music venues there are and recognise why they are suitable for different music performances  Develop my understanding of performance by knowing and understanding what makes a successful ‘live’ performance  Understand what is expected during my ‘Live’ Christmas performance | Know what music venues there are and recognise why they are suitable for different music performances  Develop my understanding of performance by knowing and understanding what makes a successful ‘live’ performance | Know what job roles there are within the Music Industry and understand how they work alongside one another  Know how to construct a successful RAP and write words to fit a typical RAP structure and perform rhythmically | Recognise what Health and Safety concerns can arise at a live music event and what systems are in place to prevent them  Plan and prepare for your ‘live’ Christmas performance | Preparation for final performance and assessments – assessment grades given to support your development of your final performance. | Perform your final ‘Live’ Performances and take part in the completion of your Yellow assessment feedback forms | ***checkpoint week***  ***Continuation of performances and written assessment***  ***Christmas Concert preparation*** | ***gap week*** |
| 3  Ukulele  9/1/23 – 3/3/23 | To know how to hold and strum the ukulele  To learn how to play at least two chords on the ukulele  To be able to confidently swap between two chords on the ukulele | To learn how to play at least two chords on the ukulele  To be able to confidently swap between two chords on the ukulele, using a strumming pattern  Perform a piece in a contrasting style | To reflect on the project so far and evaluate how to make improvements for the final lesson next week  To learn how to play at least 3 chords on the ukulele (Star = G chord as well) | To practise, plan and perform your final two pieces for assessment  Reflect and evaluate your rehearsal and final performance through an extended written piece | To be able to reflect upon your knowledge of the project through a written assessment  Marked and reviewed | ***checkpoint week***  ***To perform as a class ensemble using the assessment criteria***  ***IPAD video recordings as evidence*** | ***gap week*** |  |
| 4  Basslines and Riffs  6/3/23 – 12/5/23 | What a RIFF is in music  How to identify, recognise (through listening) and perform a number of Riffs  How to perform a riff and melody together as an ensemble | How to identify, recognise (through listening) and perform a famous RIFF and melody using the keyboard  How to perform a riff and melody together as an ensemble | What a RIFF and a HOOK is in music and their differences  How to identify, recognise (through listening) and perform a famous RIFF and melody using the keyboard  How to perform a riff and melody together as an ensemble | Begin to plan and prepare for your final assessment by planning which pieces you will perform | To develop your final performance using the assessment criteria | To assess your knowledge of the project through a written assessment | ***checkpoint week***  ***Performances in keyboard pairs***  ***Yellow assessment sheets***  ***IPAD recordings as evidence*** | ***gap week*** |
| 5  Summer Festival  15/5/23 – 3/7/23 | To know what job roles are involved in putting on a music festival  What makes a successful live performance?  Know what is expected of you during the project | Compare and contrast two performances of a popular song  Begin to develop your performance piece through ensemble planning and preparation | Develop a Band/Album cover or logo to represent the genre you are performing in  Analysis a festival performance  Continue to develop your performance piece through ensemble planning and preparation | Analysis a successful artists’ performance  Using the assessment criteria, develop your performance piece | Design a ‘set-up’ ready for your live performance  Know about stage design and sound | ***checkpoint week***  ***Live Performances to Teacher and the Class*** | ***gap week*** |  |