

<p>Topic/Project: Mars</p>	<p>Timescale (no of lessons required): 6-8 weeks</p> <p>Term 1 (year 9)</p>				
<p>Learning Intentions/Outcomes</p>	<p>Activities</p>	<p>Resources (including ICT)</p>	<p>Extension Activities</p>	<p>Assessment for Learning Opportunities</p>	<p>Cross Curricular Links (SMSCD, with other subjects)</p>
<p>To recognise musical features in “Mars” To recap and learn key vocabulary.</p>	<p>1.Warm up clapping ostinato (try irregular time signatures) 2. Mars listening activity (could be done via google classroom)</p> <p>3. Recap. the term ostinato, Dynamics, Dr Smith. 4. Listen to Mars and Complete DR SMITH activity. 5. Share resources.</p>	<p>Listening exercise Powerpoint on Holst.</p> <p>Research</p>	<p>Irregular time signatures Notate ostinato</p>	<p>Ostinato – student responses Listening test Knowledge of terms</p>	<p>Science –planets Spiritual: Sense enjoyment and fascination in learning about themselves, others and the world around them.</p>
<p>To plan composition To create a theme for Mars</p>	<p>1. Warm up –ostinato and improvisation. 2. Q&A key terms and features of Mars 3. Mind map – rough draft 4. Create a theme for Mars.</p>	<p>Planets booklet</p>	<p>Mind map –notation of theme. Use of more complex musical terms.</p>	<p>Mind map Class discussion</p>	<p>Thinking skills Spiritual: use of imagination and creativity in their learning willingness to reflect their experiences.</p>

<p>To refine ideas for Mars composition. How can we make the music sound even more warlike? (this may take two lessons)</p>	<ol style="list-style-type: none"> 1. Students to swop mind maps – add a comment (sign and date) 2. Development of ideas. Use Mars – go through how Holst extends the ostinato – how does he return to it at the end? 3. Listen to some examples and give feedback. 	<p>Planets booklets and instruments</p>	<p>More advanced – consider how Holst develops the theme</p> <p>Learn key terms</p>	<p>Peer assessment of mind map Use www. And ebi</p>	<p>RS – war and peace. Moral: discussion about war</p>
<p>To assess and evaluate final composition.</p>	<ol style="list-style-type: none"> 1. recap criteria 2. Give time to prepare 3. Assess – either whole class OR teacher only assessment. 4. Students to complete record sheet. Add note onto mind map as to success of composition. 5. Short test on key terms. 	<p>Planet booklet Instruments</p>	<p>Assessment criteria</p>	<p>Teacher assessment. Use of record sheet</p>	<p>Spiritual: willingness to reflect on their experiences</p>
<p>Performance of Jupiter. Extension activity</p>	<p>Group activity.</p> <ol style="list-style-type: none"> 1. Give out parts –get student to notice musical features. 2. How does this contrast with Mars? 	<p>Music List of questions in booklet</p>	<p>Level of difficulty in the part</p>		<p>RS – Joy – SMSC aspect of music.</p>

MUSIC - YEAR 9 - TERM 2&3

Topic/Project: Mysterious Melodies	Timescale (no of lessons required): 6-8 lessons End of Term 1 going into term 2)					
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed/ PLTS	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
To know what a minor key is and key signature To be able to know how to read music	Using sheet music, recap notation. Explain tonality – major, minor, key signature.	Keyboards Sheet music Whiteboard	Bass clef Start working on performance	I, C, R,	Questioning Self and peer assessment	Film music.
To be able to perform Hedwig's theme accurately and musically	This may take 4-5 lessons and pupils need time to improve and refine.	Keyboards Sheet music –(differentiated)	Try more challenging part Try 2 hands together	C,R,S	Teacher feedback Teacher/more able pupil modelling	Film music
Assessment of performance	This should be part of the perform, feedback, improvement leading to a final assessment		Try the second section	IC,R	Final assessment	
To identify and apply techniques of melody writing – sequence, inversion, q&a etc.	Explain techniques Identify these in Hedwig's theme	Keyboards Sheet music	Find examples of these techniques	C,R,	Discussion	Art – patterns
To apply melodic techniques to create own melody	2-3 weeks. Create melody by experimenting with the different techniques		Add chords/harmony	C,R,	Final assessment	Creative processes – Art, DT

MUSIC - YEAR 9- TERM 3

Topic/Project: Recycling Music	Timescale (no of lessons required): 6-8 lessons Term 2					
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities	Competencies Developed/ PLTS	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Recognise the use of Ground Bass in different versions of Pachelbel's Canon	How many different ways can you vary a piece of music? Listen to different versions of and compare (introduce D.R.S.M.I.T.H) 1. What do they all have in common?	Versions of Pachelbel's Canon	Find other examples of Ground Bass	I,C,	Questioning. Peer assessment of ground bass	C - Participate in cultural activities S- why does this piece of music mean so much to some people?
Know how to perform the ground bass Explain what a chord is and the different inversions	Give out sheets with parts –students to learn the chords Explain chords.	Music (Heineman n Music Matters 3)	Differentiated parts			
Explain how chords are formed	Demonstrate triads Explanation of chords	Keyboards Cubase/ Sibelius	More able create their own 8 bar ground bass	R,E	Modelling chords	M- using other peoples' music. Issues of performing rights
Use the ground bass chords to create a new piece	Set task – create a piece that uses ground bass					
Use the ground bass to create a new piece	Continuation of task. Teacher/self/peer assessment	Music, keyboards Sheets	More advanced techniques – use of inversions	E,T,S,	Teacher feedback	S- working as a team, respecting the views of others
Final Assessment	Teacher and self evaluation of composition	Music Assessment sheets	Assessment criteria	S,E,	Self evaluation	C - Participate in cultural activities

<p>All must: Create a plan for their piece. Most should: add musical details such as timbres, tempo. Use some of the key terms. Some could: add variety of metre, tempo, dynamics. Use the key terms effectively.</p>	<p>Set the task. Explain what is required and criteria. Give time to plan ideas and how they will approach the task. Time to work on composition.</p>	<p>Key terms sheet and task sheet.</p>	<p>Research composers such as Thomas Newman, Danny Elfman, John Williams,</p>	<p>R,CE</p>	<p>pupils manage their own objectives. Checking of key terms.</p>	<p>English Drama - how is tension created and sustained?</p>
<p>All Must- Continue to refine their work, experiment using the terms, Most should- be able to say how they have developed their work. Some could- refine their work and explain how they have used the various techniques.</p>	<p>Starter activities could include showing clips of films to discuss the music. Identifying features of the music.-various listening activities could be completed as starters. Mid point assessment.</p>	<p>Key terms and task sheet. Instruments.</p>	<p>Find a piece of music that uses one of the techniques such as glissando.</p>	<p>ICRE</p>	<p>Discussion in groups. Planning sheet. Students to feedback as to how their work is progressing.</p>	<p>evaluations and discussion.</p>
<p>To assess student work and progress.</p>	<p>Remind students to keep a plan of their piece. Each group to present their work for assessment.</p>	<p>Assessment sheet.</p>	<p>introduce other techniques -such as instrumental techniques - glissando, etc GCSE Preparation.</p>	<p>I C RE</p>	<p>GCSE Criteria.</p>	