

## Year 9 Music – 2016/17

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1 Soundtracks	<p><b>Tracker</b></p> <p>Learn about the concept of mood and how music and soundtracks encapsulate the main mood of a film</p> <p>Learn how leitmotifs are used to represent certain characters and situations in film music</p> <p><b>The Elements of Music</b> – especially <b>dynamics, pitch, tempo and timbre</b></p>	<p>Learn about music and soundtracks encapsulating the main mood of a film</p> <p>Learn to perform a Leitmotif and different musical Themes based on a film character</p> <p><b>The Elements of Music</b> – especially <b>dynamics, pitch, tempo and timbre</b></p> <p>Applying gained knowledge to performance work.</p>	<p>Learn about cue sheets and how film soundtrack composers use these to assist in planning musical events with an emphasis on timings</p> <p>To plan and compose a short soundtrack for a film using a leitmotif and themes to represent a character and suitable sound effects to create an appropriate mood and atmosphere</p> <p><b>Listening Test (What’s the Film – PLCs to be added)</b> to establish understanding of <b>genre/mood.</b></p> <p><b>DIRT</b></p> <p>Applying gained knowledge and skills to composition work.</p>	<p>Evaluate and assess James Bond “Spectre” soundtracks from last lesson</p> <p>Learn about the music used in “Western” films (Cowboys &amp; Indians!) and perform a famous theme from a ‘Western’</p> <p><b>Peer Assessment (PLCs to be added)</b> of composition work to include elements studied so far.</p> <p>Applying gained knowledge and skills to composition work.</p>	<p>Learn about <b>CONCORDS</b> and <b>DISCORDS</b> and how film music composers have used <b>DISCORDS</b> in their <b>SOUNDTRACKS</b> to create a mood of tension and suspense</p> <p>To plan and compose a <b>SOUNDTRACK</b> to a Horror Movie using a <b>STORYBOARD</b> using a <b>DISCORD</b> and choosing suitable sounds to create an effect</p> <p><b>DIRT</b></p> <p>Respond to and apply peer assessment from last week.</p> <p>Applying gained knowledge and skills to composition work.</p>	<p>Revise all learning on <i>Film Music</i> including key words and musical devices when listening to a range of music for films</p> <p>Perform a range of famous <i>Leitmotifs</i> from films of increasing difficulty</p> <p><b>Summative</b> assessment of Performance.</p> <p><b>Teacher assessment (PLCs to be added)</b> Evaluation.</p>	<p><b>DIRT</b></p> <p><b>Review of summative assessment, filing in tracker sheet.</b></p>	

<p style="text-align: center;"><b>2</b> Minimalism</p>	<p>Exploring Minimalist Music &amp; Rhythmic Motifs</p> <p>Learn about the development and conventions of minimalism</p> <p>Explore how minimalist composers use small rhythmic motifs to build a bigger piece</p> <p><b>Abstract, Impressionism, Minimalism, Motif, Phase Shift, Repetition</b></p>	<p><b>Listening Test</b></p> <p>Listen to pieces of minimalist music and identify changes in motif and “phase shifts”</p> <p>Exploring Minimalist Devices - Repetition, Looping, Phase In &amp; Phase Out</p> <p>Explore how a minimalist piece is based on melodic motifs or “cells” using minimalist techniques such as repetition, looping, phase in and phase out</p> <p>Learn how to select and combine melodic motifs to create a minimalist style piece of music with an awareness of compositional devices and style</p> <p><b>Cell, Looping, Melodic, Minimalism, Motif, Phase In, Phase Out, Polyrythm, Pulse, Repetition, Texture, Timbre</b></p>	<p><b>Listening Test (PLCs to be added)</b></p> <p><b>DIRT</b></p> <p>Exploring Minimalist Melodic Motifs</p> <p>Learn how melodic motifs can be used to create a piece of minimalist music</p> <p>Explore the effect of combining and manipulating different melodic motifs on a piece of minimalist music</p> <p><b>Bass Line, Chords, Demo Tape, Harmony, Melody, Minimalism, Motif, Multi-Track, Repetition, Texture</b></p>	<p><b>Self-assessment (PLCs to be added)</b></p> <p>Exploring the effects of Minimalist Rhythmic Phase Shifts</p> <p>, refine, rehearse and perform own piece of minimalist music based on features used by Steve Reich in “Clapping Music”</p> <p>Evaluate own and other’s minimalist compositions</p> <p><b>Minimalism, Motif, Phase Shift, Pulse, Repetition</b></p>	<p><b>DIRT</b></p> <p>Respond to self-assessment from last week</p> <p>Exploring the influences of Minimalism on Dance &amp; Electronic</p> <p>Learn how minimalist music has influenced dance music and twentieth century electronic music</p> <p>Perform a minimalist piece as part of a class performance</p> <p>Consolidate learning on minimalism by listening to a piece(s)</p> <p><b>Bass Line, Chords, Coda, D.C., Instrumentation, Loop, Melody, Minimalism, Mood, Motif, Repetition, Rhythm, Structure, Timbre</b></p>	<p>Composing a Minimalist piece using Melodic Motifs &amp; Minimalist Devices</p> <p>Learn how to select and combine melodic motifs to create a minimalist style piece of music with an awareness of compositional devices and style</p> <p>To rehearse, perform and record a minimalist composition developing performance techniques</p> <p><b>Cell, Looping, Melodic, Minimalism, Motif, Phase In, Phase Out, Polyrythm, Pulse, Repetition, Texture, Timbre</b></p>	<p><b>Summative assessment</b></p> <p><b>Teacher assessment (PLCs to be added)</b></p>	<p><b>Review of summative assessment, filing in tracker sheet.</b></p>
<p style="text-align: center;"><b>3</b> Pictures at an Exhibition</p>			<p><b>Listening Test (PLCs to be added)</b></p> <p><b>DIRT</b></p>	<p><b>Self-assessment (PLCs to be added)</b></p>	<p><b>DIRT</b></p> <p>Respond to self-assessment from last week</p>		<p><b>Summative assessment</b></p> <p><b>Teacher assessment</b></p>	<p><b>Review of summative assessment, filing in tracker sheet.</b></p>

							(PLCs to be added)	
4 Samba	<p><b>Tracker</b></p> <p>Learn about Samba music and its cultural background</p> <p>Perform as part of a class Samba band with awareness of different parts and features of Samba music</p>	<p>Learn about polyrhythms and rhythm loops and how these are used in Samba</p> <p>Learn about the importance of signs and signals as a cue for changing section in Samba</p> <p>Learn about the instruments used in Samba</p>	<p>Understand what is meant by improvisation</p> <p>Learn about some frameworks for improvisation with Samba</p> <p>Begin to develop own improvisation techniques</p> <p><b>Listening Test (Influences of Samba on Popular Music)</b> to establish understanding of the wider influence of Samba music.</p> <p><b>DIRT</b></p>	<p>Learn about the influence of Samba on popular music</p> <p>Understand that Samba uses melodic parts as well as rhythmic parts and how these two combine to form a type of Samba</p> <p><b>Peer Assessment (PLCs to be added)</b> of composition work to include elements studied so far.</p>	<p>Understand the different roles of groups and instruments within a complete Samba performance</p> <p>Recognise the importance of the Samba leader using signals to move onto different sections</p> <p>Perform as part of a full class Samba performance</p>	<p>Compose and perform a simple piece of rhythmic Samba using features learned about in unit</p> <p>Understand how rhythms can be combined to create a larger piece of music</p> <p>Perform from and record ideas using rhythm grid notation</p> <p><b>Teacher assessment (PLCs to be added)</b> Evaluation.</p>		
5 DIRT project								
6 DIRT project continued/KS4 prep								