

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

YEAR 9 MUSIC						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Dance Music	Soundtracks	Computer Game Music	New Directions	Samba	What Makes a Good Song?
Unit length:						
Key concepts:	The emphasis throughout the unit is on the characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places.	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.	The unit begins by looking at Character Themes in computer and video game music before students move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. Sound effects are then explored and students either perform or create a range of sound effects to match common actions and cues within games.	Through exploring a wide range of music from the minimalist and expressionist styles, students learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experiments timbres, sonorities, sounds and instruments within their work, which students are encouraged to explore and use in their own performances, improvisations and compositions to get a feel "of the style" in which they are exploring.	During the unit, students learn about the timbres and sonorities of instruments within a Samba band, how Samba has influenced popular music and through music theory and dictation explore the effect that syncopation has on music.	Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs.
Knowledge/Skills	Understand the connection between the steps, movement and formation of	How music can enhance the visual images and dramatic impact of film and can reflect the	Understand the various ways in which music is used within a range of computer and video	Understand changes in twentieth century music and how composers	Understand how instruments, structures and textures are used in Samba	Understand the different textural and structural elements of a song/popular song.

	<p>dances and the inter-related musical features within the music that accompanies them. Understand how different dance music genres use different time signatures and metres and how these relate to the dance. Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V⁷ and seventh chords in a range of simple major and minor keys. Understand how different dances use characteristic dance rhythms within their music. Describe the different accompaniment patterns and textures in dance music from different times and places.</p>	<p>emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p>	<p>games from different times. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p>	<p>'broke away' from late-Romantic ideals. Understand that twentieth century music consisted of many different types, styles, movements and genres. Understand and demonstrate how minimalist composers develop pieces from small starting points. Know and demonstrate the compositional and serialist techniques used by expressionist composers. Manipulate motifs, cells and note/tone rows using a variety of musical development techniques.</p>	<p>Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising</p>	<p>Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.</p>
End points covered:	To show a practical understanding of Dance music in all its forms through composition.	To show a practical understanding of Film music through composition to enhance the moving image.	To show a practical understanding of music for Computer Games through composition.	To show a practical understanding of Minimalist or Expressionist Music through either composition or performance.	To show a practical understanding of Samba music, rhythms and textures through performance.	To show a practical understanding of what makes a good song through performance.
NC/Spec coverage:	Marches, The Baroque Dance Suite, Waltz, Latin Dance: Tango,	Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Disco	Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling,	Atonality, Polytonality, Chromaticism, Dissonance and	Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion,	Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link,

