

Music			Year: 9/10		
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Music Analysis in Popular Culture	Theme/ topic: Rehearsal and performance 1	Theme/ topic: Using a DAW	Theme/ topic: Instrumental Study	Theme/ topic: Composition and Theory	Theme/ topic: Rehearsal and Performance 2
By the end of this half term pupils will know	By the end of this half term pupils will know	By the end of this half term pupils will know	By the end of this half term pupils will know	By the end of this half term pupils will know	By the end of this half term pupils will know
<p>The music of a wide range of bands, artists and composers in a range of contrasting contemporary genres.</p> <p>The melodic and harmonic content of the music, including chord progressions, key signatures and modulation where applicable.</p> <p>The rhythmic content of the music including time signatures and tempo.</p> <p>The structural layout of the music.</p>	<p>In large ensemble, small ensemble and solo - how to rehearse the music of at least two contrasting pieces on their respective instrument/voice, either from memory or from sheet music/lead sheet.</p> <p>In large ensemble, small ensemble and solo, how to perform the music of at least two contrasting pieces on their respective instrument/voice, either from memory or from sheet music/lead sheet.</p> <p>How to incorporate the musical elements dynamics, tempo, structure into their work.</p>	<p>What a DAW is.</p> <p>What sequencing is.</p> <p>How to sequence music on a DAW.</p> <p>How to compose music on a DAW.</p> <p>How to add effects to their music.</p> <p>How to mix and mixdown a final product.</p>	<p>New practical instrumental skills including techniques, improved dexterity and control.</p> <p>Skills for instrument maintenance.</p> <p>How to develop and maintain a practice plan on their chosen instrument, highlighting strengths and weaknesses, and strategies to progress in the future.</p>	<p>Chords, chord numbers and their respective names.</p> <p>Common chord progressions in contemporary music: I V vi IV, I vi IV V, I V IV V etc.</p> <p>Major and relative minor.</p> <p>Instrumentation in contemporary music.</p> <p>Structure of a song in contemporary music.</p>	<p>In large ensemble, small ensemble and solo - how to rehearse the music of a further two contrasting pieces on their respective instrument/voice, either from memory or from sheet music/lead sheet.</p> <p>In large ensemble, small ensemble and solo, how to perform the music of a further two contrasting pieces on their respective instrument/voice, either from memory or from sheet music/lead sheet.</p> <p>How to incorporate the musical elements</p>

The instrumentation of the music.	How to communicate effectively in ensemble situations.				<p>dynamics, tempo, structure into their work.</p> <p>How to communicate effectively in ensemble situations.</p>
<b>They will understand:</b>	<b>They will understand:</b>	<b>They will understand:</b>	<b>They will understand:</b>	<b>They will understand:</b>	<b>They will understand:</b>
<p>The history of the genres and artists studied, including any influences.</p> <p>The social and cultural impact the music has had within popular culture.</p>	<p>The importance of their role within an ensemble performance.</p> <p>What is appropriate within a performance, based on their chosen instrument and the genre of the music.</p> <p>How the use of the musical elements dynamics, tempo, structure can positively or negatively impact their performance.</p> <p>Communication</p>	<p>The purpose of DAW in the music industry, both in amateur and professional contexts.</p> <p>The possibilities of composition and sequencing using DAW, including specific pieces of software.</p> <p>The limitations of composition and sequencing using DAW, including specific pieces of software.</p>	<p>Relevant stylistic characteristics in relation to the instrument.</p> <p>Personal Health &amp; Safety considerations in relation to playing an instrument and associated equipment.</p>	<p>The concept of circle of 5ths and the relationship between the 12 tones of the chromatic scale.</p> <p>How to work out key signatures from the circle of 5ths including major and minor.</p>	<p>The importance of both their role and others within an ensemble performance.</p> <p>What is appropriate within a performance, based on their chosen instrument and the genre of the music.</p> <p>How the use of the musical elements dynamics, tempo, structure can positively or negatively impact their performance.</p> <p>The process of rehearsing and performing, identifying weaknesses and effectively developing, communicating and implementing strategies for improvement.</p>

They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:
<p><b>Listening</b> - Analyse two contrasting pieces of contemporary music, including:</p> <p>Harmony, melody, rhythm, tempo, structure, instrumentation, social and cultural impact.</p> <p><b>Reading and writing</b> - Develop informed opinions on the merits and faults in the music, and articulate these opinions through a written report.</p>	<p><b>Performing</b> - Perform live music in a variety of solo and ensemble contexts, applicable to their instrument/voice.</p> <p>Perform music in at least two contrasting genres, applicable to their instrument/voice.</p>	<p><b>Composing</b> - Sequence a piece of music, both through input and MIDI keyboard, and including drums, bass, harmony and melody parts.</p> <p><b>Writing</b> – Evaluate their work, highlighting any areas for development and improvement.</p>	<p><b>Performing</b> - Understand how to develop instrument-specific technique appropriate to performance at this level.</p> <p>Demonstrate care of the instrument and the instrumentalist</p> <p><b>Writing</b> - Reflect on their progress throughout the year. Know how to review progress in instrumental techniques and identify strengths and areas for development</p>	<p><b>Composing</b> – Compose a piece of music using a classic chord progression or variation on.</p> <p>Compose for instruments using but not limited to drums, bass line, melody line and harmony.</p> <p><b>Writing</b> – Evaluate their work, highlighting any areas for development improvement.</p>	<p><b>Performing</b> - Perform live music in a variety of solo and ensemble contexts, applicable to their instrument/voice.</p> <p>Perform music in at least two new and contrasting genres, applicable to their instrument/voice.</p>
<b>Link to prior learning</b>	<b>Link to prior learning</b>	<b>Link to prior learning</b>	<b>Link to prior learning</b>	<b>Link to prior learning</b>	<b>Link to prior learning</b>
Musical elements	Musical elements Keyboard skills 1-1 peripatetic lessons.	Musical elements Music analysis	Musical elements Keyboard skills 1-1 peripatetic lessons.	Musical elements Using a DAW	Musical elements Keyboard skills 1-1 peripatetic lessons.