

## Year 9 LONG TERM PLANS



| Performing Arts Faculty: Music  |  |
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| YEAR 2017/2018  |  |
| Autumn term   |  |
| Half term 1   | Half term 2  |
| <p><b>Alla Turca – a piano classic</b><br/> <b>Aims:</b><br/>                     To review the piano techniques learned in year 7 and 8, and to embed a practice technique that will allow students to play a more difficult piano piece with independence in their two hands. Students will also review and develop their understanding of pitch and rhythm notation.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) A short written test to assess the understanding of pitch and rhythm notation.</li> <li>2) A solo performance of 'Alla Turca'</li> </ol> | <p><b>Performing two-part songs with accompaniment</b><br/> <b>Aims:</b><br/>                     To review the singing techniques learned in year 7 and 8, and to develop students group performance skills by singing in groups and providing their own accompaniment.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) Group vocal performance (4 – 6 students) of a Christmas song, assessed against accuracy, fluency and technique, performed in 2-parts, with an accompaniment performed by a member of the group.</li> <li>2) A short written test to assess the understanding of warm up, posture, mouth shape and projection.</li> </ol> |
| Spring term   |  |
| Half term 1   | Half term 2  |
| <p><b>Popular song textures – performing in groups</b><br/> <b>Aims:</b><br/>                     To investigate the use of homophonic texture in pop music through the performance and arrangement of songs. Students will use voice, ukulele, percussion and pianos to create pop performances.</p> <p><b>Key Assessment Activity:</b><br/>                     A group performance of a pop song that uses at least three layers of sound (melody, chords and bass line).</p>  | <p><b>Piano ballads</b><br/> <b>Aims:</b> To continue to develop the ability to set words and create accompaniments using simple chords. Students will also develop their listening and writing skills through the study of different piano ballads.</p> <p><b>Key Assessment activity:</b></p> <ol style="list-style-type: none"> <li>1) A short listening test to assess their understanding of the key features of piano ballad melodies and accompaniments.</li> <li>2) A group performance (between 2 and 4 students) of a song, with piano accompaniment, written in the style of a piano ballad.</li> </ol>   |
| Summer term   |  |
| Half term 1   | Half term 2  |
| <p><b>Film music composition</b><br/> <b>Aims:</b><br/>                     Students will use different chord types to create music that sets an appropriate mood for a film. They will use these chords to create layers of ostinatos that effectively illustrate different film styles.</p> <p><b>Key Assessment Activity:</b><br/>                     A group performance of a film-style composition.</p>  | <p><b>'I Predict a Riot' by Kaiser Chiefs - Group Performance</b><br/> <b>Aims:</b><br/>                     To create an extended group performance that includes various parts and section changes. Students will explore texture, structure and group performance skills through this project.</p> <p><b>Key Assessment Activity:</b><br/>                     A group performance (4 to 6 students) of 'I predict a riot'.</p>   |

