

Year 9 Music Mid Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Video Game Music		Minimalism and Repetition		Hooks and Riffs	
Big Ideas	Performing Musical Elements Music for different purposes		Performing Musical Elements Music Technology		Performing Musical Elements Music Technology	
Learning Goals	To be able to perform fluently and confidently on the keyboard, using treble clef notation To be able to describe how video game music uses musical elements		To be able to perform fluently and confidently on the keyboard, using treble clef notation To be able to manipulate motifs and cells		To be able to perform as fluently and confidently on the keyboard and/or ukulele using treble and bass clef notation To be able to create a riff and chord sequence	
Key Knowledge	Layout of the keyboard Right hand playing position Treble clef notation Rhythmic symbols Major/minor chords Syncopated rhythms Chromatic notes Musical elements		Layout and features of a DAW Creating a motif/cell Manipulation techniques Composing using motifs and cells		Layout of the keyboard Right hand playing position Treble clef notation Rhythmic symbols Major/minor chords Ukulele playing position Ukulele chords Chord sequences	
Key Vocabulary	Keyboard, treble clef, crotchet, minim, semibreve, quaver, rhythm, pitch, chord, melody, octave, stave Leitmotif, instrumentation, dynamics, tempo, chromatic, genre, composer, harmony, texture, articulation, compose		Cell, motif, manipulate, minimalist, phasing, additive, subtractive, inversion, ostinato, drone		Melody, chords, riff, ukulele, keyboard, rhythm, syncopated, offbeat, bass note/bass line, hook, bass clef	
Assessment	Practical assessment of keyboard playing at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket		Assessment of composition at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket		Practical assessment of keyboard, ukulele and/or drum kit playing at end of topic Self-assessment Live teacher feedback Do Now Knowledge quizzes Exit Ticket	
Performing mastery	I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.		I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.		I can perform accurately, fluently and confidently. I can demonstrate a mature approach to practice. I can use musical language to describe my work. I can use notation confidently.	

Composing mastery	I can use music technology effectively. I can compose independently.	I can make music appropriate to the style. I can make use of a variety of structures. I can use music technology effectively. I can compose independently.	I can make music appropriate to the style. I can make use of a variety of structures. I can use music technology effectively. I can compose independently.
Listening and appraising mastery	I can describe music in detail using the musical elements. I can identify musical devices. I can explain links between different pieces of music. I can make judgements and comparisons between music.	I can describe music in detail using the musical elements. I can identify musical devices. I can explain links between different pieces of music. I can make judgements and comparisons between music.	I can describe music in detail using the musical elements. I can identify musical devices.
Links to KS3 National Curriculum	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians.	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.	Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions.
Links to KS4 – OCR GCSE Music J536	AO1 – perform with technical control, expression and interpretation AO2 – compose and develop musical ideas with technical control and coherence AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgments about music AoS 4 – Film Music	AO2 – compose and develop musical ideas with technical control and coherence AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgments about music	AO1 – perform with technical control, expression and interpretation AO2 – compose and develop musical ideas with technical control and coherence AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgments about music AoS 5 – Conventions of Pop
Values	Character, Continuous Improvement, High Expectations, Knowledge and Leadership Resilience through individual practice of an instrument skill Respect of classroom expectations and the expectations of using musical instruments safely Leadership in ensemble playing		

Alignment with long term plans and knowledge organisers	The mid term plan reflects the progression and content outlined in the long-term plan. Key vocabulary is reflected in the knowledge organisers Practical and theoretical elements are consistently aligned with the skills assessed in the KS4 curriculum.
Context	These units of work follow on from the units of work in year 8, further developing keyboard and ukulele skills, whilst revisiting the use of music technology and extending the skills and techniques used.
Memory retrieval	Do Now activities, knowledge quizzes, cold-calling, think/pair/share, recap of previous tasks, building on topics as the year progresses