

Music Year 9 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p>Content – Guitar Skills: Improvisation - Using our ‘Open E minor Pentatonic Scale’ Students recap the open E minor Pentatonic scale on guitar. We will then look at some techniques, ‘licks’ and tips to try and create your own improvised lines. These may become riffs or repeated melodic patterns.</p>	<p>Content - ‘R’n’B’- Genre Study’ An in-depth study through classroom content of RnB music what is considered the peak of it's powers. Students will learn about the music, the people behind it and how it commented on and contributed to social change.</p>	<p>Content – Listening: ‘Production Technique’ Pupils will learn about different production techniques, including; Panning, Audio effects (reverb, compression, chorus, delay) and acoustic vs Plugin VST Instruments.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To build on our knowledge on the uses of scales in all forms of music - To recap the correct way to play them - To improve pick technique and accuracy - Gain an understanding of pentatonic scales and how they can be used to create music that is pleasing to the ear and also something that can work underneath a melody line and lyrics - Create our own ‘licks’ and maybe attempt ‘live improvisation’ 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Learn about the success stories of RnB music, it’s hurdles and how it overcame them in 1960s America - Introduce significant artists from the genre - Listen to how the genre evolved throughout the 1960s into the 1970s - Gain an understanding of the stories of those involved and how it affected society at the time - Find a link to today’s music and how classic RnB shaped what we know of the genre in the 21st Century 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To have a historical understanding of analog vs digital music recording - To appreciate how different effects and techniques are used to create musical soundscapes - Gain an understanding of different effects and how they sound - To be able to pick them out from audio examples
		BIG TEST: Forms Quiz on production techniques from audio examples.
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Content - Performance: ‘Drum Beats – 16s and Fills’ Pupils will extend their knowledge from last year’s unit on 16 beats. They will learn about drum fills, how to play them appropriately and how they help to shape the structure of a song.</p>	<p>Content - Keyboard Skills/Composition/Critical Engagement: ‘Chord voicings’ Pupils (in groups of 2 where needed) will be introduced to Chord inversions, their uses and functionality, given a sheet of inversions to complete and be tested on. Students will then complete a chord sequence, moving to the closest inversion.</p>	<p>Content – Analytical/Performance Task: ‘Going Undercover’ Pupils (in groups of 2 where needed) will research a famous cover version. They will then present or perform (a short segment of their chosen song) to demonstrate their findings. They will analyse the differences in structure, arrangement, texture, timbre, lyrical content and artist delivery between the two versions. If pupils would like to perform the song they can sing it on the stage. Presentations can be; a PowerPoint, spoken word or Performance based.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Study the use of fills in Drum kit playing - Understand how they work within a pattern and how they can help move from one section of a song to another - Recap knowledge of beats covered in KS3 and particularly 16 beats on hi-hat, creating a fill using these beat values - Confidently perform as an ensemble, in time, technique and with good communication - Introduce 16 beats to fills and beats - Use and understand drum notation, the stave and which line is assigned to each part of the drum kit they are representing <p>Play in time with a metronome (click track)</p>	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - To learn, understand and implement chord inversions in the Key of C Major. - To recognise the aural differences between inversions and root chords - Practice the changes independently - Play the appropriate inversions for their chosen chord sequence - For higher grades, choose your own inversions based upon what is the closest chord shape. 	<p>Development Objectives</p> <ul style="list-style-type: none"> - To share personal music tastes and appreciate other’s tastes and preferences - Understand the importance of the artist’s interpretation and their potential differing delivery - Research on a deeper level the Original artist/writer’s reason for writing the song and how it compares to the cover version - Point out the main differences; if sections have been cut or changed or if it has changed genre - Develop performance or presentation skills addressing their classmates
BIG TEST – On a chord inversion chart. To be completed on Forms.		