

**Long  
Term Plan**

Develop and apply the listening skills from year 8 to explore how the instruments of the orchestra and elements of music are used expressively in film music. Broaden the listening spectrum to include the Viennese Waltz and the Blues and allow appreciation of and openness to music from different cultures, style periods and eras to further evolve. Deepen thinking about the cross pollination of different musical styles and make links with other subjects by exploring the social and political origins of the Blues. Continue to develop an individual compositional voice in both a blues and a classical style, applying the knowledge of chords gained in year 8 to a more sophisticated composition. Formalise the music theory concepts introduced in year 7 and 8 in preparation for score reading at GCSE and A level. Further elevate active listening and appraising skills by analysis of Killer Queen, exploring how the elements of music are used in the style of musical theatre, opera, jazz, gospel and classical music within a single rock song. Continue to develop self confidence through growing confidence in performing skills by (a) improving ensemble skills, this year taking the initiative and working with one another collaboratively (b) improving solo performance skills, still with the opportunity to showcase these in class and at school concerts.

**Year 9: Music**

Learning Cycle		Key Concepts and Themes	Vocabulary
HT1	12 Bar Blues composition Theory Performance 1	<ul style="list-style-type: none"> <li>the link to oppression and slavery</li> <li>black lives matter: influential musicians</li> <li>musical structures</li> <li>pitch (treble and bass clef) and rhythm notation; keys and key signatures</li> <li>technique</li> <li>expression and interpretation</li> <li>accuracy and fluency</li> </ul>	12 bar blues; swing rhythm; 4/4 time; turn around chord; transposition; improvisation; blues scale; blue note; 7th chords treble clef; bass clef; note value names; sharp; flat; natural; dotted notes; ties; intervals; major; minor; keys; related keys technical control; breath control; diction; pedalling; sonority; intonation; filters; effects; tempo; dynamics; phrasing; articulation; communication; coherence; fluency; accuracy of pitch and rhythm
HT2			
HT3	Viennese Waltz composition Intro to Sibelius software Performance 2	<ul style="list-style-type: none"> <li>the Romantic period</li> <li>musical features of the romantic period in general and, specifically, the waltz</li> <li>social background to the romantic period</li> <li>notating chords and a melody in treble and bass clef</li> <li>technique</li> <li>expression and interpretation</li> <li>accuracy and fluency</li> </ul>	triple time; oom cha cha accompaniment; homophonic texture; scale passages; arpeggiated passages; ternary form; modulation to a related key; ornamented melodies chords; inversions; broken chords; melody; accompaniment; theory terms; perfect cadence; imperfect cadence; interrupted cadence; plagal cadence balance
HT4			
HT5	Star Wars – J. Williams	<ul style="list-style-type: none"> <li>link between music and drama</li> <li>use of instruments and other elements to create that link</li> </ul>	instruments of the orchestra , leitmotif, melody, harmony, dynamics, texture, tonality, structure, rhythm and metre
HT6	Killer Queen – F. Mercury	<ul style="list-style-type: none"> <li>link between the words and music</li> <li>use of musical elements to create that link</li> </ul>	instruments in a rock band, melody, harmony, dynamics, texture, tonality, structure, rhythm and metre Brass family: trumpet; piccolo trumpet; mute; French horn; trombone; tuba

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>composing skills: improvising using the blues scale; creating a melody over the 12 bar blues chords</li> <li>composing skills: creating two 8 bar chord progressions using inversions and an oom cha cha pattern; creating a melody to go over the top</li> <li>active listening and appraising skills: be able to identify the musical features of The Blues and discuss its social and historical context</li> <li>active listening and appraising skills: be able to identify the musical features of the Viennese Waltz and discuss its social and historical context</li> <li>performing skills: be able to deliver a fluent, accurate and expressive solo performance and ensemble performance</li> <li>active listening and appraising skills: be able to identify how the elements of musical are used in Star Wars</li> <li>active listening and appraising skills: be able to identify how the elements of musical are used in Killer Queen</li> </ul>
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