

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 9	<p><u>Focus Autumn 1: Exploring the music of Africa</u></p> <ul style="list-style-type: none"> • Listening to a wide variety of instrumental and vocal African music. • Exploring part singing and learning to create harmonies. • Singing in a ‘call and response’ style. • Exploring instrumental polyrhythms. • Composing own polyrhythmic pieces. <p><u>Focus Autumn 2: Music of the Caribbean.</u></p> <ul style="list-style-type: none"> • Investigating the influences of African and European music on Caribbean musical style. • Exploring the specific rhythmic patterns of specific styles: Reggae, Calypso, Salsa. • Singing a range of traditional Caribbean songs. 	<p><u>Focus Spring 1: What was music like in the past? Music of the Victorian Era.</u></p> <ul style="list-style-type: none"> • Investigating popular styles of music amongst various divisions of society during the 1800’s. • Singing in unison and several parts with peers. • Re-writing work songs for the modern era: Can a song from the 19th century become a Rap? • Creating Ostinato patterns to accompany Sea Shanties. <p><u>Focus Spring2: Music in Britain since 1948.</u></p> <ul style="list-style-type: none"> • Exploring the Blues as a basis for ‘Rock and Roll’. • Exploring the music of the 1960’s: Rolling Stones and The Beatles. • Exploring the musical styles and culture of the 1970’s through to the present day. • I can develop my understanding of musical texture by playing chords. In particular, triads. • I know how to make a triad on any given note. 	<p><u>Focus Summer 1: Exploring graphic scores through composition.</u></p> <ul style="list-style-type: none"> • Appraising music based on its intent; what is the composer trying to portray? • Following a variety of progressively more complicated graphic scores. • Creating own graphic score with a clear intent. • Understanding the compositional technique of Ostinato. • Choosing to score instruments for a particular affect. <p><u>Focus Summer 2: Further exploration of rhythmic and staff notation.</u></p> <ul style="list-style-type: none"> • I can begin to understand how to represent pitch on a musical stave. • I can play an increasingly complex variety of rhythmic notation. • I can rehearse and perform music with an accompaniment. 	<p>To sing with a greater degree of confidence and a larger range of pitch.</p> <p>To further understand how time and culture directly influences musical genre.</p> <p>To more accurately write and understand rhythmic and stave notation.</p> <p>To be able to add interest to own compositions with the use of musical elements: Dynamics, structure, timbre, texture.</p>
Assessment	<ul style="list-style-type: none"> • I can sing in harmony maintaining my part. • I can play more complex instrumental parts within a group. 	<ul style="list-style-type: none"> • I can create additional instrumental parts to compliment and existing piece. • I can use my knowledge of stave notation to read and play chords. 	<ul style="list-style-type: none"> • I can appraise a wider range of music suggesting how and why it is effective. • I can perform and play notation including semibreves, minims, crotchets, quavers and the corresponding rests. 	<p>Key Contact Name & Email</p> <p>Andrina Wright</p> <p>awright@glebe.bromley.sch.uk</p>