

Subject: Music	Year: 9	Ability: Mixed
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Term / Date(s)	Term 1	Term 2	Term 3
Topic	The Development of Pop Music	Sound for Media	Songwriting
Topic overview	To develop their knowledge of 20 th Century popular music, students will learn how pop music has developed since the 1950s by exploring a variety of different musical styles such as rock 'n' roll, 1960s pop, disco, rock and 1980s pop. They will do this through listening and performing as part of an ensemble, developing their instrumental and ensemble performance skills. Students will also sing classic examples from genres.	To develop students' understanding of a range of musical applications, students will learn processes for creating sound for media (first explored in Y7 Film Music). This will develop the music technology skills explored in Film Music, Music for Advertising and EDM. Students will build on their listening skills by identifying features of sound for media that they learn in lesson in examples. They will apply this knowledge in order to develop their technology and compositional skills, through the creation of a short piece of sound for media, e.g. film scene, set to a brief.	To develop their compositional skills, students will learn more complex features of chord progressions, basslines, drum beats and melodies within a pop music framework. There is a performance element to promote ensemble performance skills and a lyric-writing opportunity to promote singing.
Students will learn...			
Golden Knowledge	<p>The features and context of:</p> <ul style="list-style-type: none"> Rock 'n' roll, 60s pop, disco, rock Group performance 	<ul style="list-style-type: none"> Foley Sound library Voiceover Dialogue Underscore: developing melody, chords & bassline Arranging/editing in a DAW 	<ul style="list-style-type: none"> Verse/chorus song composition Drum beats: kick, snare & hi-hat placement Developed chord composition Basslines: root note; passing note; developed rhythm Melody: repetition; arch Structure: verse/chorus, intro, middle 8
Components	<p>Students explore the music of a range of composers, across multiple decades of the 20th Century, learning to aurally identify the features of different genres of popular music. Alongside this knowledge, they will learn social and technological factors that provide the context to this music.</p> <p>Students learn the composite features of popular music, from song structure to the elements of music.</p> <p>Students will perform examples from each genre, and, through practising these in an ensemble setting, will gain a deeper understanding of the features of popular music.</p> <p>Students will be given the opportunity to perform on a range of band instruments; guitar, piano, bass and drums. This will also include singing opportunities.</p>	<p>To understand a range of musical styles, students will study the features of sound for media, e.g. underscoring and foley.</p> <p>Students will develop their listening skills by identifying these features in examples.</p> <p>To develop their skills with music technology, students will learn new skills in a DAW that are used in sound for media.</p> <p>To develop the composition skills learnt in earlier units, while incorporating new features learnt in this music (in conjunction with the technology skills learnt in this unit and built upon from previous units), students will produce their own piece of sound for media, set to a brief. For example, this could be the dialogue, foley, sound effects and underscore for a short film scene.</p>	<p>Students recap what chord progressions, basslines, riffs and structure are and how they are used in examples of pop music so that they can identify them in examples and use this knowledge in their own compositions.</p> <p>Students compose their own song, beginning with a drum beat, adding a chord progression or riff, bassline, then melody/lyrics and then developing the structure, to develop their composition skills.</p> <p>Further to this, students will develop their compositions, for example by using chord inversions within their progression or developing their basslines with passing notes and developed rhythms.</p>
What students should already know (prior learning components)	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> 12 bar blues chord progression How to construct a chord Riff Basic rehearsal skills when working as an ensemble; counting in, working together as a group 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> Compositional skills e.g. chord progressions Technology skills e.g. sequencing, looping and programming The elements of music Keyboard skills for programming/sequencing 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> What a chord is and how to form them The features of pop music, from the previous unit <p>Ensemble performance skills from the Development of Pop Music scheme</p>

Transferrable knowledge (skills)	<p>Development of ensemble skills to enable students to confidently perform music which can be used in subsequent units as well as preparing for KS4 and beyond courses.</p> <p>Understanding of how pop songs are structured including use of chords and the responsibilities of different instrumental parts.</p> <p>Development of ensemble performance skills which they continue to build upon during other group ensemble projects, in subsequent units.</p>	<p>Students enhance their technology skills by working in a DAW developing new abilities in this environment.</p> <p>Students will build on their composition skills.</p> <p>Students will learn the practical application of skills in preparing a product in a real-world setting.</p> <p>Students will develop team-working skills by working towards the production of this sound for media.</p>	<p>Development of ensemble skills to enable students to confidently perform music which can be used in subsequent units as well as preparing for KS4 and beyond courses.</p> <p>Understanding the features of pop music and the ability to compose, as well as perform, them.</p> <p>Composition skills across chords, basslines, riffs, lyrics and structure.</p>
Key vocabulary pupil will know and learn	Riff, timing, chord, effects, distortion, four on the floor, drum pattern, 12 bar blues, verse/chorus structure, ensemble	Foley, dialogue, diegetic, non-diegetic, underscore, leitmotif, motif, sequencing, programming, DAW, sound effects.	Inversion, chord progression, arpeggio, broken chord, riff, rhythmic development, hook, root note, passing note, harmony, verse/chorus, intro, middle 8, outro
Assessment activities	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Short practical group assessments throughout the unit on 1960s, disco, rock and pop.</p> <p>Written evaluation at the end of the unit.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students' understanding of prior learning and new knowledge.</p> <p>Composition tasks in lessons to demonstrate the techniques learnt in each lesson.</p> <p>Summative group composition set to a brief to be delivered at the end of the unit.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students' understanding of prior learning and new knowledge.</p> <p>Composition assessment at the end of the unit to assess understanding of chord progressions, riffs, basslines and structure.</p>
Resources available	<p>Music (Listening):</p> <p>Twist and Shout – The Beatles</p> <p>Funky Town – Lipps INC</p> <p>I Love Rock and Roll – Joan Jett</p> <p>Last Christmas – Wham!</p> <p>Links to resources:</p> <p>Twist and Shout</p> <p>Funky Town</p> <p>I Love Rock and Roll</p> <p>Last Christmas</p>	<p>Garageband/iMacs/iPads</p> <p>Listening activities contained within PowerPoints.</p> <p>Task cards for lesson activities contained within PowerPoints.</p> <p>Instructional videos contained within PowerPoints.</p>	<p>Music (Listening):</p> <p>Four-Chord Song - Axis of Awesome</p> <p>Don't Stop Believin' – Journey</p> <p>Take Me Home, Country Roads – John Denver</p> <p>Can You Feel the Love Tonight – Elton John</p> <p>Let It Be – The Beatles</p> <p>4 Chord Song lead sheet</p> <p>Performing riffs lead sheet</p> <p>Song Writing composition sheet</p>
Notes Why this topic is important...	<p>In this unit, students will develop the features of popular music they will need in order to access the following scheme; 4 Chord Song.</p> <p>Students will develop the performing experience that will give them confidence performing in 4 Chord Song, Reggae and Battle of the Bands schemes.</p> <p>The knowledge learnt in this unit will be built upon in the musical knowledge components of the Key Stage 4 course.</p> <p>Students will be exposed to a range of popular music over the 20th Century.</p>	<p>This topic is the culmination of students study of music technology throughout KS3, building on the DAW, recording and sequencing skills they have learnt, while introducing some new, more complex ones. These are key practical skills in the real music industry and will be key to further study also.</p> <p>Sound for media, e.g. film, TV, gaming, advertisements and radio, is a very significant part of the music industry; equipping skills with the relevant technological skills is important for developing students who can have fulfilling careers in music.</p> <p>The unit provides access to technology that students may otherwise not have the opportunity to use.</p>	<p>This topic builds on the knowledge and performance skills students learnt in the previous unit by introducing compositional skills.</p> <p>In order for students to understand music comprehensively, they need the opportunity to learn through stylistic composition.</p> <p>The unit provides opportunity for students to express themselves, both musically and through their lyric writing.</p> <p>Students will understand the features of the music at a deeper level through composing it.</p>