

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Music

YEAR: 9

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Baroque 1	To understand the key features of Baroque music.	Listening activity. Basic context of Baroque era. Fact finding mission. Feedback to class.		Self and peer informal assessment.
Baroque 2	To understand what ornaments used in the Baroque era were.	Listening activity. Performance of some well known music with added ornaments. Discussion about effects of this and why they were used.	Create a Facebook profile for a Baroque composer, using the sheet provided.	Self and peer informal assessment.
Baroque 3	To compare modern day Broadway/West End musicals with Baroque era operas and oratorios.	Listening activity and comparison between modern day and Baroque examples of music with text. Performance/presentation task.		Self and peer informal assessment.
Baroque 4	To review the features of a piece of Baroque music and compare it to a piece of modern day music for assessment purposes.	Written listening task comparing Baroque and modern music with text and naming key features of the Baroque era for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.
Blues 1	To understand the key features of Blues music.	Listening activity. Key features of Blues music, context and links to modern day music discussion. Begin performance of 12 Bar Blues chords.		Self and peer informal assessment.
Blues 2	To perform the 12 Bar Blues chord sequence and bassline separately.	Performance on keyboards of 12 Bar Blues chords and bassline separately.		Self and peer informal assessment.
Blues 3	To perform the 12 Bar Blues chord sequence and bassline together.	Performance on keyboards of 12 Bar Blues chords and bassline together.		Self and peer informal assessment.

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Blues 4	To perform the complete 12 Bar Blues for assessment and to understand what improvisation is.	Performance of 12 Bar Blues for assessment purposes. Improvisation task on keyboards.	Write a short analysis of your performance in the assessment. What went well, how could you improve, what did you find easy, etc?	Teacher assessed. Graded task. Teacher feedback.
Minimalism 1	To understand the key features of Minimalist music.	Listening activity. Research task. Short activity using minimalist techniques on Macs.		Self and peer informal assessment.
Minimalism 2	To understand the key features of Minimalist music.	Listening activity. Performance of "Clapping Music". Beginning of composition in minimalist style in pairs.		Self and peer informal assessment.
Minimalism 3	To compose in the style of Minimalism.	Continued minimalist composition in groups. Focus on timing and elements of music.		Self and peer informal assessment.
Minimalism 4	To perform your Minimalist composition.	Performance of compositions in groups for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Hooks and Riffs 1	To understand what a hook and a riff and perform some popular examples.	Listening activity to identify popular hooks and riffs, understand what they are and then performing some examples of these.		Self and peer informal assessment.
Hooks and Riffs 2	To perform a hook or riff of a song accurately on a new/unfamiliar instrument.	Division of class into groups for bands, instrumental roles given and individually practised.		Self and peer informal assessment.
Band Practise 1	To perform a song as a band by putting parts from previous lesson together.	Putting together of individual parts to make a complete band.		Self and peer informal assessment.
Band Practise 2	To refine your performance skills as a band and improve your teamwork.	Rehearsal of song as a band, ready for assessment next lesson.		Self and peer informal assessment.
Performance 1	To perform your song as a band for assessment purposes.	Performance of song as a band for assessment purposes.	Write a review of your performance in this assessment. Comment on your individual role, how you worked as a group, what went well, what you could do to improve, etc. Refer to the elements of music.	Teacher assessed. Graded task. Teacher feedback.
Composition 1	To begin to compose a riff and chord sequence.	Paired composition of chord sequence and then riff based on this chord sequence.		Self and peer informal assessment.

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Composition 2	To refine your riff and chord sequence.	Paired composition of chord sequence and then riff based on this chord sequence, focussing on adding passing notes to riff.		Self and peer informal assessment. Teacher feedback.
Composition 3	To perform your chord sequence and riff for assessment.	Rehearsal and performance of riffs and chord sequence in pairs for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.
Band Practise 3	To refine your performance skills as a band and improve your teamwork.	Rehearsal of new song as a band, focussing on timing and working together.		Self and peer informal assessment. Teacher feedback.
Band Practise 4	To refine your performance skills as a band and improve your teamwork.	Rehearsal of song as a band, focussing on timing and working together.		Self and peer informal assessment. Teacher feedback.
Band Practise 5	To refine your performance skills as a band and improve your teamwork.	Rehearsal of song as a band, focussing on timing and working together.	Write about your favourite band or artist. Give some information on what songs/ albums they have written, what type of music they perform, etc.	Self and peer informal assessment. Teacher feedback.
Performance 2	To perform your song as a band for assessment purposes.	Performance of song as a band for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.

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Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Leit Motifs	To understand what a leit motif is.	Listening identification task with leit motifs and begin keyboard performance task.		Self and peer informal assessment.
Performance 1	To improve on your keyboard skills.	Performance of famous film music on keyboard.	List as many films as you can think of that use leit motifs or have a theme tune for certain characters. Research one of these in more detail, giving composer and film information and the effect this music has.	Self and peer informal assessment.
Performance 2	To improve on your keyboard skills.	Performance of famous film music on keyboard.		Self and peer informal assessment.
Performance 3	To improve on your keyboard skills.	Performance of famous film music on keyboard.		Self and peer informal assessment.
Performance 4	To perform your film music on the keyboard for assessment purposes.	Assessment of keyboard performance.		Teacher assessed. Graded task. Teacher feedback.
Chords 1	To recap and build on your previous knowledge about chords and cadences.	Recap on how to build major and minor chords, as well as 7ths. Written exercise in building chords. Exercise to work out chord sequence and then play this.		Self and peer informal assessment.

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Half Term: 6

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Composition 1	To compose a chord sequence for a given film clip.	Composition on Macs and keyboards of chord sequence for film clip.		Self and peer informal assessment.
Composition 2	To compose a melody in relation to previous chord sequence for given film clip.	Composition on Macs and keyboards of melody to go on top of chord sequence for film clip.	Research and write a short essay about some effects that are added to music. If you are stuck, research reverb, echo, distortion, delay and panning.	Self and peer informal assessment.
Composition 3	To add performance directions to your composition for the given film clip.	Adding of effects, instrumental changes and sound effects to composition on Macs for film clip.		Teacher assessed. Graded task. Teacher feedback.
Review 1	To use the elements of music to describe music in film clips.	Watching of film clip and then written review of this music, focussing on the elements of music, compositional techniques and leit motifs.		Self and peer informal assessment.
Review 2	To build on prior knowledge and revise your film music review for assessment purposes.	Sharing of information with peers and revision of film music written review for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.