مدرسة جيمس فيرست بوينت
GEMS FirstPoint School
THE VILLA

Yearly Overview Plan

Term 1	Subject: Music		Year Group: 9
Unit Topic Aural Learning	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will work in self-chosen groups with a given song and separate recordings of the various parts. Students will focus on listening actively to their specific part and copying it, with a focus on accuracy and understanding how the parts overlap, creating texture. Finally, students will add their own ideas, creating their own arrangement and performing it in front of the whole year group.	• Use informal/self-directed learning strategies to learn a self-chosen piece of music in small groups • Organise and monitor their own learning/progress in self-chosen small groups • Develop further skills on their chosen instrument • Independently learn various parts of a song (riff, melody, bass line, rhythm, chords) using audio recordings and tabs/notation • Understand and show how the different parts of a song can be combined to create texture • Improvise new riffs/melodies/bass lines/rhythm patterns to add to the song • Create their own arrangement of a given song • Give a convincing musical performance in front of their peers/year group	Real world application: • … • … • …	• End of lesson performances: self-, peer- and teacher-feedback • Formative discussions with students throughout • Performances in front of the whole year group • Self-reflection of progression according to 9-1 Assessment Framework

Term 2	Subject: Music		Year Group: 9
Unit Topic Informal Learning with Other Musics	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will use the informal strategies previously developed to learn a piece of classical or world music. They will continue to focus on aural development and copy their individual parts from recordings. Students will explore the similarities and differences between pop and other musics whilst arranging their piece to make it more 'familiar', or relevant.	• Use previously developed informal learning strategies to learn a piece of classical/world music. • Further develop aural/active listening skills to more accurately copy their part aurally • Understand and show how the different parts of a piece of classical/world music can be combined to create varying texture • Compare and contrast various musical elements of classical/world music with those of pop/contemporary music • Arrange a piece of classical/world music in a way which is relevant to them by changing instrumentation, texture, structure, etc.	Real world application: • … • … • …	• End of lesson performances: peer- and teacher-feedback • Self-assessment of videos of their own performances to evaluate and improve progress throughout • End of unit performances
Unit Topic Hip Hop	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will first explore the history and development of Hip Hop both as a culture and a genre. They will then learn to rap on top of a known 'old-school' backing track, following which they will create their own raps and use Garageband/Logic to create their own backing tracks based on loops and samples. Finally, they will use their chosen DAW to augment their backing track and perform it for the class.	• Understand and explain the socio-cultural origins of Hip Hop • Compare and contrast the musical characteristics of the various eras of Hip Hop • Rap in time with a known Hip Hop song; develop a sense of 'flow' (rhythm and timing) • Write their own rap on a given topic, using appropriate rhythms • Use various functions of a DAW (Garageband or Logic) to: create and modify tracks, modify EQ, add effects, etc. • Create an 'old-school' backing track using loops and samples from Funk, R&B and Soul music • Use a DAW to either augment their old-school backing track, or create a new one relating to another Hip Hop era	Real world application: • … • … • …	• End of lesson performances: self-, peer- and teacher-feedback • Formative discussions with students throughout • Peer assessment of backing tracks • Recording of end of unit performance • Self-reflection of progression according to KS3 outcomes for music

Term 3	Subject: Music		Year Group: 9
Unit Topic Songwriting & 'Battle of the Bands'	Learning Outcomes Students will be enabled to:	Real World Application	Assessment Methods
Students will be faced with the task of writing a song to perform at a 'Battle of the Bands' competition in front of the whole year group. They will choose their own groups and instruments, then start working on either the lyrics, the music, or both together. Students will draw upon the informal learning strategies they have developed this year to manage their own progress. They will use both musical and lyrical ideas from a variety of other songs as a starting point for their own song, during which they will analyse the intricacies of their chosen songs and work out which musical/lyrical aspects made them stand out. Students will add to these elements with improvisation and develop their own ideas as they wish. They will show their ideas often and use this feedback to guide and focus their rehearsals for the competition.	• Analyse musical and lyrical characteristics for various songs from a variety of different genres • Compose/write a song, combining music and lyrics effectively • Incorporate ideas discovered from analysis into their song • Collaboratively generate ideas for lyrics on a self-chosen topic; express these ideas using suitable rhythm patterns • Develop lyrics into a song with a recognisable structure • Create a basis for their song using chords, riffs and rhythm patterns they have previously learned • Improvise melodic ideas; develop and extend these ideas into fully fledged melodies • Explore various different creative options and make collaborative decisions • Use self, peer and teacher feedback to revise and edit their songs, monitoring their own progress • Develop more advanced skills on their instruments • Use feedback and recordings to focus rehearsals effectively; rehearse proficiently with their peers as a band • Further develop confidence and enjoyment performing in front of peers • Give a commanding performance in front of their peers/whole year group	Real world application: • … • … • …	• Formative discussions with students throughout • Peer and teacher feedback on weekly class performances • Self-reflection on mid-unit recordings • End of unit performance, 'Battle of the Bands' • Self-reflection of progression according to KS3 outcomes for music