

Year 9	1. THE BLUES - Thrill is Gone - BB King
Prior learning	Year 7 Year 8
Rationale	Blues is an essential genre in the history of music. We want students to understand how fusion of different styles of music take place by adapting melody, harmony, structures, rhythm and the meaning within lyrics. We also want students to understand how music is an expression of the time that we live in.
Vocabulary:	MAD.T.SHIRT (melody articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), improvisation, 7th chords, blues note, swing rhythm, 12 Bar Blues, walking bassline etc.
SEND	<u>Introducing SENDsational 6</u>
Key assessments	Performance - The Thrill is Gone - BB King Theory - Melody/ Articulation/ Dynamics in Thrill is Gone
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 9	2. Rock n Roll : Johnny B Goode - Chuck Berry
Prior Learning	Year 7 plus Year 8 plus The Blues: Thrill is Gone - BB King
Rationale	Rock'n'Roll Music is a key genre in the historical development of music and a direct descendent of the Blues. We want students to understand the key components and performance techniques of Rock n Roll Music and to be able to compare and contrast them with other genres. Johnny B Goode has opportunities for all instrumentalists and singers to develop their performing techniques and build their confidence.
Vocabulary:	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), effects instrumental techniques, bassline, strophic form, 12-Bar
SEND	<u>Introducing SENDsational 6</u>
Key assessments	Rock Music formative listening assessments are in progress booklets as are practical music-making assessment marksheets. Rock Music performance assessments will be videoed and saved on the shared drive and these can be ensemble or whole class performances.
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 9	3. GRUNGE
Prior learning	Year 7 plus Year 8 plus The Blues: Thrill is Gone - BB King Rock n Roll: Johnny B Goode
Rationale	This song introduces students to Grunge and Alternative Rock. We are studying it to introduce aspects of minor tonalities and the Power Chord Riff as being essential ingredients of Rock Music. The chord sequence is unique in that it is fairly simple but uses unexpected changes which allows students to explore possibilities with harmonic sequences.
Vocabulary	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), instrumental techniques and effects. Nirvana/ Overdrive/ Distortion/ Chorus/ Power Chord/ Riff
Key assessments	Performance: Smells like teen spirit - Nirvana Theory Assessment: Use of Instrumentation/ Rhythm / Texture
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 9	4. SOUL
Prior learning	Year 7 plus Year 8 plus The Blues: Thrill is Gone - BB King Rock n Roll: Johnny B Goode - Chuck Berry Grunge: Smells Like Teen Spirit - Nirvana
Rationale	I Heard it through the Grapevine is a great example of Motown/ Soul Music and is strongly representative of the Culture of 1960s America. The piece allows a dive into the use of Syncopation as a Rhythmic device, and a brilliant exploration of texture in the Introduction, and within the vocal parts in the bulk of the song. It has elements of challenge building on students' previous experience of The Blues and Rock n Roll.
Vocabulary:	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), Motown/ Soul/ Marvin Gaye/ Bass Line crotchet, quaver, semiquaver, Rest, Syncopation, Harmony, Solo, Call and Response
Key assessments	Performance: I Heard it Through the Grapevine - Marvin Gaye Theory Assessment: Use of Rhythm, Instrumentation and Texture in Grapevine.
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 9	5. Composition
Prior learning	Year 7 plus Year 8 plus The Blues: Thrill is Gone - BB King Rock n Roll: Johnny B Goode - Chuck Berry Grunge: Smells Like Teen Spirit - Nirvana
Rationale	Using the previous Unit on Soul as inspiration we build on comparable Units in Year 7 and 8 the we develop our use of Chord Sequences/ use of different keys/ extended chords and focus on development of ideas both individually and as a Group. The students are exposed to a number of different examples of successful Chord Sequences, Melodies, Drum beats and Bass lines and encouraged to build their own successful pieces.
Vocabulary	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture)
Key assessments	Performance: Own Compositions Evaluation of 3 elements within their pieces.
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 9	6. Disco - I Will Survive
Prior learning	Year 7 plus Year 8 plus The Blues: Thrill is Gone - BB King Rock n Roll: Johnny B Goode - Chuck Berry Grunge: Smells Like Teen Spirit - Nirvana Composition
Rationale	We finish Key Stage 3 with Disco as it introduces a new style of beat for the drummers - crucial to later forms of Dance music, and allows keyboard players to develop their performance skills with a challenging introduction. It also helps to embed an understanding of chords and harmony as well as tempo and rhythm.
Vocabulary:	MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), ground bass, remix, crotchet, quaver, semiquaver etc. Disco/ 4 on the Floor/ Scalic passages/
Key assessments	Performance: I Will Survive - Gloria Gaynor Theory Assessment: End of Year
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.