

**Unit Overview: Year 9: Popular Song Structures**

<b>Half- Term:</b>	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	<b>No of Lessons:</b>	<b>12</b>
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**Key Focus for Unit:**

*What is the key knowledge being delivered?*

*What is the intent of this unit?*

In this unit pupils will study ways in which melodic structures may be varied. They will already understand the concept of musical development through study of popular song and ways in which song-writers develop material through different verses and song-sections and in the use of instrumental and vocal textures.

Pupils explore variations and ground bass variation through a variety of listening, composing and performing activities

They develop their understanding of conventional notation and learn to notate simple melodies

They learn how certain notes of the melody may be altered to create a change in tonality

They learn to use added notes, passing notes and to make rhythmic alterations to a given melody on keyboards or tuned percussion

**Key Knowledge and Big Ideas:**

*What Powerful Knowledge and Big Ideas are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

In music students demonstrate powerful knowledge AND skill through the **FOUR BIG IDEAS/KEY SKILLS and KNOWLEDGE AREAS**. These are based on the current ISM National Curriculum for Music guidelines as follows:

1. **Performing (Including instrumental and singing)**
2. **Composing and Improvising**
3. **Listening**
4. **Exploring**

**SPRING 1****Theme and Variation: An Introduction**

Performing a theme from a set of variations as a class, sung or played

Composing a set of variations on a given theme on keyboards in pairs using change of tonality, rhythm and retrograde

Listening to a variety of pieces in variation form

Exploring the ways in which a theme may be transformed or developed using variation techniques

**SPRING 2****Exploring Ground Bass**

Performing Pachelbel's canon in parts on classroom instruments

Composing a piece of music combining two or more layers using ground bass

Listening to a variety of excerpts which use ground bass and using descriptive prose to highlight key features

Exploring the music of the Baroque, Classical periods and revisiting song form (see The Blues)

**Key Skills tracker (See Music Key Documents Handbook 2022):**

This is a summary of Knowledge and Skill Level expected at the end of each KS3 year, The Skills tracker is divided into the FOUR BIG IDEAS and can be viewed sequentially across topics and years, building in demand and complexity towards KS4, 5 and beyond.

**Unit Assessment:**

*How will this unit be assessed?*

*What is the frequency of assessments - baselines etc?*

Assessment will be undertaken as follows:

1. Low stakes: Teacher assessment based on solo/paired work at keyboards or in groups (Half-termly)
2. Listening test: Focus on Sound assignment data (twice fortnightly)
3. Baseline: A written listening test at the start of term
4. Extended writing: Once half-termly

<b><u>Key Skills/Big Ideas Explored</u></b>	<b><u>Vocabulary Selected for DVI</u></b>	<b><u>Links to Previous Unit</u></b>
<ol style="list-style-type: none"><li>1. Performing</li><li>2. Composing and Improvising</li><li>3. Listening</li><li>4. Exploring</li></ol>	<p><b>Theme and Variation, Development, retrograde, inversion, Modulation, Dotted notes, Ornamentation</b></p> <p><b>Ground bass, Baroque Music, passing notes, polyphonic, homophonic, monophonic, repetition</b></p>	<p>This topic follows the unit on popular song structures with a focus on use of chords in popular music. Students will have developed rehearsal and performing skills and will be able to perform on Keyboard and Ukelele with greater accuracy, fluency and expression.</p>
<b><u>Links to Careers/Employability</u></b>	<b><u>How does this unit prepare students for the next unit?</u></b>	

Big Ideas/Knowledge and Skills are merged into 4 key musical disciplines, which are essential in the field of Music performing, composing, production, administration to name but a few. Transferable skills are many but include:

Literacy: Through notation and application of key terms

Oracy: Through performing and developing fluency, diction, projection and overall confidence

Social: Group work and leadership through conducting and taking part in music ensembles

**The focus in this unit is mostly on melodic development and links to BTEC/KS4 Music courses via our four BIG IDEAS as follows:**

Performing: As a soloist and within an ensemble

Composing: Using a set range of notes/chords and developing ideas from a single starting point

Listening: To a range of music from different traditions/genres

Exploring: What makes a melody? How do musicians develop ideas through variation form? What is the impact small changes in features such as tonality, rhythm or tempo in terms of the way in which the music makes us feel or respond? How does the idea of Variation link to remixing/arranging music?