



Subject	Year	Term														
Music	9	1														
Topic																
Music Theatre																
Content (Intent)																
<b>Prior Learning (Topic)</b>	Indian Raga															
<p>Building on and developing Year 7 &amp; Year 8 skills of Performing and Composing in groups and developing listening and Appraising skills by focusing on stylistic conventions found in Musical Theatre.</p> <p><u>Musical Theatre</u></p> <p>This topic investigates some of the main musical features of 20<sup>th</sup> and 21<sup>st</sup> century Musical Theatre. Students will spend the three lessons of the first half term being taught the background historical context of musicals and identifying the different types of musicals. In the second half term, students will work in groups leading to a performance of a choice of song from a musical, developing keyboard skills and vocals. There will be opportunities for students to specialise in solo performance where appropriate. The strand of song, chordal structures will be introduced here, which will be developed in terms 2 and 3.</p>																
<b>Future Learning (Topic)</b>	Pop Song Textures															
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)															
<p><u>Musical Theatre</u></p> <p>Skills Focus</p> <ul style="list-style-type: none"> <li>• Disciplined practice, rehearsals, and performances.</li> <li>• Keyboard skills and vocal technique.</li> <li>• Increasing use of an advanced musical vocabulary embracing the Words Matter strategy.</li> </ul> <p>Context</p> <ul style="list-style-type: none"> <li>• The impact and subsequent development of Music Theatre from the early 20<sup>th</sup> century to contemporary works.</li> </ul> <p>Content</p> <ul style="list-style-type: none"> <li>• Performing: <i>Greased Lightning</i>, or (<i>Mamma Mia</i>, <i>We are the Champions</i>) ensemble or solo as appropriate.</li> <li>• Listening: <i>Examples of Musicals from the origins in 1900s operetta, the Golden era of 1930s-50s, Rock inspired musicals to contemporary Jukebox musicals.</i></li> </ul>	<p><u>Assessment Framework:</u></p> <ul style="list-style-type: none"> <li>• Listening analysis and evaluations (class test)</li> <li>• Group or solo performance</li> </ul> <p><u>Contributing to NC Coverage</u></p> <table border="1"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td>✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td></td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td>✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td></td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td>✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it’s history</i></td> <td>✓</td> </tr> </tbody> </table> <p>Each fortnight, students will begin the lesson with a ‘<b>Do Now</b>’ listening activity based on a <b>Composer of the Fortnight</b>. Repertoire will be selected from the Western Classical, Popular Music and Non-Western traditions. Feedback will be verbal and corrected with green pen.</p>		<i>Play and perform confidently, fluency, accuracy</i>	✓	<i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i>		<i>Use staff and other notations</i>	✓	<i>Inter-related dimensions of music, tonalities, scales, devices</i>		<i>Listening with discrimination – great composers</i>	✓	<i>Deeper understanding of music performed – it’s history</i>	✓		
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How can parents help at home?																
<ul style="list-style-type: none"> <li>• Encouraging wider listening and engaging with the students’ homework tasks.</li> <li>• Watching YouTube or broadcast clips with students.</li> <li>• Encouraging or accompanying concert and theatre going.</li> </ul>																
Helpful further reading/discussion (including Reading and Vocabulary Lists)																
<p><b>Reading</b></p> <p>Y9 Music Knowledge Organiser</p> <p>Listening and viewing extracts of musicals.</p> <p>Follow-up reading and listening from <b>Composer of the Fortnight</b> Do Now activities.</p>	<p><b>Vocabulary Lists</b></p> <table> <tbody> <tr> <td>Musical Theatre</td> <td>Score</td> </tr> <tr> <td>Operetta/comic opera</td> <td>Libretto</td> </tr> <tr> <td>Music Hall/vaudeville</td> <td>West End</td> </tr> <tr> <td>Synopsis/book</td> <td>Broadway</td> </tr> <tr> <td>Through-sung</td> <td>Recitative</td> </tr> <tr> <td>Rock opera</td> <td></td> </tr> <tr> <td>Jukebox musical</td> <td></td> </tr> </tbody> </table>		Musical Theatre	Score	Operetta/comic opera	Libretto	Music Hall/vaudeville	West End	Synopsis/book	Broadway	Through-sung	Recitative	Rock opera		Jukebox musical	
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