

Subject	Year	Term												
Music	9	2												
Topic														
Pop Song Textures														
Content (Intent)														
Prior Learning (Topic) Musical Theatre														
<u>Band Skills and Popular Music Textures</u>														
This topic will focus on instrumental skills, giving the opportunity for students to develop instrument specific and textural specific skills on keyboard, and where appropriate, guitar and bass.														
Future Learning (Topic) Pop Song Structures and Song Writing														
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)													
<u>Listening Topic Knowledge</u> <u>Instrument Specific Skills</u> Students will learning basic skills of pop song layers including bass lines, chords, melody, beats- mainly keyboard based but including where appropriate: Guitar – chords and TAB Bass – operating from root notes of chords then walking bass Keys – chords and melody lines Drums – Back beats using bass, snare, ride, hi-hat <u>Repertoire</u> <i>Stand By Me</i> or other suitable layered song <i>Bohemian Rhapsody</i> (Film clip re: overdubbing)	<u>Assessment Framework:</u> <ul style="list-style-type: none"> • Performance of instrument specific skills. • Group performance <u>Contributing to NC Coverage</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td style="text-align: center;">✓</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 style="text-align: center;">✓</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 style="text-align: center;">✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		<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"> • Encouraging wider listening and engaging with the students' homework tasks. • Watching YouTube or broadcast clips with students. • Encouraging or accompanying concert going. 														
Helpful further reading/discussion (including Reading and Vocabulary Lists)														
Reading/Listening/Viewing Y9 Music Knowledge Organisers Video clips, tutorials Follow-up reading and listening from <i>Composer of the Fortnight</i> Do Now activities.	Vocabulary Lists Guitar Chords Bass Line Chord Symbols Inversion (Root, 3 rd , 5 th)	TAB Lead sheet Kick/snare/tom/hi-hat/ride/crash Back beat/Fills Walking Bass												