



Subject	Year	Term												
Music	9	2b												
Topic														
Song Structures														
Content (Intent)														
Prior Learning (Topic)	Defying Gravity													
<p><u>Song Structures in Rock and Pop Music</u> In this topic, students will study established songs from the popular music repertoire learning about conventions and key musical features. They will develop further skills of musical analysis and use some of the musical devices being studied.</p>														
Future Learning (Topic)	Killer Queen													
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)													
<p>Skills Focus</p> <ul style="list-style-type: none"> Perceptive listening, identifying features of popular song including textural layers in the arrangement of a song <i>Guitar/keys, Bass, Kit, Vocals</i> Key features of repetitive structures including <i>verse, chorus, bridge, intro, outro</i> Key features of melody and harmony including <i>chord sequences, circle of fifths and melodic sequence</i> Collaborative composition work and ensemble performance <p>Context</p> <ul style="list-style-type: none"> Repeated structures in contemporary pop music and the chronological development of pop music from 1950s to present. <p>Content – Representative Styles of Decades of Pop & Rock from:</p> <ul style="list-style-type: none"> <i>Stand By Me</i> and other layered pop songs <i>Happy (Pharrell Williams)</i> <i>Hips Don't Lie (Shakira)</i> 	<p><u>Assessment Framework:</u></p> <ul style="list-style-type: none"> Listening and contextual knowledge through homework and class assessments. Assessment of role in group performing and song composition. <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>		<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)														
<p>Reading: Y9 Music Booklet Listening and viewing popular music through the decades from 1950s rock 'n' roll, through to more contemporary styles. Aim to get an overview of the development of popular music and the key musicians.</p>	<p>Vocabulary Lists</p> <ul style="list-style-type: none"> Circle Of Fifths Chord Sequence Melodic Sequence Harmonic Sequence Layered Structure 	<ul style="list-style-type: none"> Extended Chords Fusion 												