



## Year 9 Music Curriculum- What Makes a Good Song?

Prior Learning									
Year 8 Music- Previous topic Ukulele. Students will have learnt about the key musical features of playing the instrument the Ukulele, exploring chords, chord patterns and riffs, alongside the history and origins of the Hawaiian music.									
We will be learning about...									
During this unit of work, we will be studying a music topic called What Makes a Good Song? This unit explores Popular Songs and Musical Arrangements; different textural and structural elements of a song/popular song; use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.									
We will develop our learning by studying the following each week:									RAG Rate
<div>Week 1 Key Learning</div> <ul style="list-style-type: none"><li>Knowledge: Introduction to the What Makes a Good Song topic-discussion about the last song you listened to by choice. Exploring riffs, structure, melody, and lyrics.</li><li>Skills Exploring the song "Shape of You" either by singing and/or performing. Introduction to the riff section-sing or hum the riff from memory. Use a lead sheet example.</li></ul> <div>Week 2 Key Learning</div> <ul style="list-style-type: none"><li>Retrieval Knowledge: Recap what a lead sheet is and how they are used.</li><li>Knowledge: Exploring the words conjunct and disjunct for melodic shapes. Identify where the steps and leaps appear on a lead sheet.</li><li>Skills: Perform a short section from "Shape of You" using the lead sheet.</li><li>Describe the melodic movement of "Shape of You"-using the lead sheet and completing the task using S for steps and L for leaps- see booklet. (To be completed in preparation to support upcoming theory assessment).</li></ul> <div>Week 3 Key Learning</div> <div>Awe and Wonder Activity</div> <ul style="list-style-type: none"><li>Knowledge: Exploring further examples of riffs, structure, melody and lyrics using correct musical vocab. See musical glossary for further support.</li><li>Skills Listen to examples of musical riffs from famous popular songs and perform a famous riff using different instrumentation. Use the 2 examples from "Shotgun" as a case study- see booklet lead sheet.</li><li>Complete the exploring the form and structure of "Shape of You" task by highlighting the different sections of the lyrics to show your understanding of the structure of the piece. (To be completed in preparation to support upcoming theory assessment).</li></ul> <div>Week 4 Key Learning</div> <div>Theory Assessment: What Makes a Good Song? Assessment</div> <ul style="list-style-type: none"><li>Knowledge: Exploring the term arrangements in music.</li><li>Retrieval Skills: Review- analyse steps, leaps and the structure and form of songs. Complete theory assessment task in booklet.</li><li>Skills: Listen to different arrangements of popular songs by different artists and performers. Use Stand by Me. Compare similarities and differences for each example.</li></ul> <div>Week 5 Key Learning</div> <div>CTG work (Closing the Gap)</div> <ul style="list-style-type: none"><li>Retrieval Skills: Recap arrangements skills in music.</li><li>Skills: Take a well-known song or nursery rhyme and create a short different musical arrangement of this. (Happy Birthday, Twinkle Little Star etc).</li><li>Knowledge: Discuss what parts of the existing song were kept the same and which elements were changed, manipulated to create the chosen style.</li></ul> <div>Week 6 Key Learning</div> <div>Practical Assessment</div> <ul style="list-style-type: none"><li>Skills: Ensemble performance skills -work in groups to create your own arrangement of a popular song to demonstrate your knowledge and understanding of riffs, structure, melody and lyrics.</li><li>Skills: Rehearse your arrangement of your chosen popular song in your groups ready for your practical assessment.</li><li>Knowledge: Explore instruments used in popular songs and establish a suitable structure for my arrangement piece.</li></ul> <div>Week 7 Key Learning</div> <div>CTG work (Closing the Gap)</div> <ul style="list-style-type: none"><li>Knowledge: Explore all lead sheet/notations and further understanding of the term's riffs, structure, melody, and lyrics.</li><li>Skills: General overview of all practical skills to date. Reviewing performances and key vocabulary.</li></ul>									
Key Vocabulary									
Hook	Riff	Bassline	Melody	Chord	Texture	Instrumentation	Conjunct	Disjunct	Structure
Future Learning									
Year 9: Pupils could go on to: Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded (professionally).		GCSE Music: AOS1- My Music.		GCSE Music: AOS 5- Conventions of Pop.		Careers: singer, music director, orchestrator, pianist, audio engineer, music producer, lyricist, record producer, conductor and many more....			
Enrichment Activities									
In Year 9, learning could be enriched through:									
Joining an extra-curricular club such as: Keyboard club or Ukulele club. □		Attending a recital or music concert where percussive music from other cultures is being performed. □		Watching a live performance of a musician. □		Listening to a composer. □		Perform in a show or assembly. □	
								Learning a new instrument through the Instrumental lesson scheme. □	

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### **Enrichment Opportunities:**

During your child's time at Lode Heath School, your child will have the opportunities to work individually, in small or large groups and as part of a whole class during musical performances.

Your child will also have the option to take up a musical instrument of their choice. We currently have a wide range of visiting music teachers from the Solihull Music Service.

For more details please visit: [Solihull Music Service | solihull.gov.uk](https://www.solihull.gov.uk/solihull-music-service)

### **Homework guidance:**

Students will receive 1 fortnightly homework activity. These will be a combination of retrieval, knowledge, and research tasks. Failure to complete a homework task will result in a 25-minute detention.

### **How can you help?**

Please support your child with their musical education by encouraging them to listen to a wide repertoire of music and by encouraging them to attend extra-curricular clubs within school and outside school through the Solihull Music Centre. If your child plays an instrument, please encourage your child to practise regularly.

Your child will be required to name a musical instrument performing. If your child does not play a musical instrument in a band or an orchestra this is extremely difficult. The best way to learn is to go to [www.dsokids.com](http://www.dsokids.com) and here you can listen to all of the different orchestral instruments and learn what they sound like.