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|  | **Pathway****‘2-3’** | **Year 9 Music** | **Term 2 Spring half Term to end of Summer Term** |
| **Learning Intention: Pop Music****The purpose of this unit is for pupils to explore the world of Pop music and their passion for music in greater depth to help develop their ability to play instruments. Students will look at mainstream ‘Pop’ artists from today and explore some of their own music interests. In this unit, students will build on their previous learnt keyboard skills and knowledge. They will also explore a new instrument; the Ukulele; an instrument that is synonymous with Hawaii. Pupils will have the opportunity to develop their fine motor skills by learning how to play different chords on the ukulele.** |
| **Key knowledge that should be learned during this SoW**  | All (Pathway 2) | Most (Pathway 3) | Some (Pathway 4) |
| **Concept:**  | To encourage and support pupils to:- To develop a basic understanding of the keyboard instrument. - To develop a basic understanding of the keyboard and the ukulele. | To encourage greater independence and decisions making through guidance in:- To develop a basic understanding of the keyboard and ukulele and be able to describe the instrument. | To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:- To develop a basic understanding of the keyboard and ukulele and be able to talk about why they like them. |
| **Knowledge:**  | Develop a basic understanding of the following Core Knowledge: - Develop understanding of some of the notes on a keyboard (C-E).- Develop an understanding of a ukulele. | Develop a competent understanding of the following Core Knowledge:- Develop understanding of some of the notes on a keyboard (C-G).- Develop an understanding of a ukulele and be able to mention one of its components, e.g. strings. | Develop a confident understanding of the following Core Knowledge: - Develop understanding of some of the notes on a keyboard (C-B).- Develop an understanding of a ukulele and be able to talk about more than components of the ukulele, e.g. strings, sound hole, bridge, frets etc... |
| **Key Skills:**  | what will they actually be able to do as a result of this learning-To develop correct posture using the keyboard and recognise some of the keys.-To develop correct posture using the keyboard ukulele.To follow a simple song with support. | what will they actually be able to do as a result of this learning-To improve posture and use a range of keys-To develop correct posture using the keyboard ukulele and be able to strum the ukulele, starting from the top to the bottom.- To follow a simple song without support. | what will they actually be able to do as a result of this learning-To improve posture and use a range of keys accurately.-To develop correct posture using the keyboard ukulele and be able to play the C Chord on the ukulele.- To follow a simple song and start exploring the left hand. |
| **Language and/or communication skills:**  | To develop confidence in subject related language and begin to use a range from the following keywords independently and mostly accurately sharing ideas verbally when prompted.* Pop Music
* Performance
* Singing Voice
* Drums
* Bass
* Band
* Pop Songs
 | To improve use of subject related language and appropriate application of the below keywords and to share a range of new descriptions and their own keywords with the class:* Pop Music
* Keyboard
* Lyric
* Ukulele
 | To explore use of subject related language using broad and appropriate application for the most of the below keywords and regularly sharing own additional language * Pop Music
* Keyboard
* Ukulele
* Ensemble
* Melody
* Chord
 |
| **Curricular Links** | Spiral LearningYear 7 Getting to Know Music Listening exercisesLinks to American pop Music in 8.1 and 9.1 Music Schemes of workPSHCE - A practical based project with a cross curricular developing knowledge of Pop Music from other culturesLiteracy-word games, word frames, vocabulary quizNumeracy is encouraged through counts of beats, Timings  |

Talking points

Own personal interests in musicals/shows/pantos, Interests in styles of music, and Pop Music Artists. Talk about songs that they might like to play on the keyboard.

* Talking about POP Music / Pop Artists from a piece that they enjoy listening to

Implementation

Core Focus

* Developing keyboard performance skills
* Develop lyric writing skills
* Exploring personal taste in Pop Music and enjoyment of listening to Music as a hobby
* The exploring a new instrument, the Ukulele

Discussions about their favourite pop songs; talking about some of the instruments used in different bands.

**Instrumental skills:** Students will get to learn different instruments in this unit. They will follow the routine of ‘explore -> practise’. Therefore, by the end of the unit, they will have grasped the basics of the instruments.

**Performance skills:** Throughout the unit, students will get a chance to put together the parts from different instruments. It helps students to build up communication skills during the discussion and practice. They can also choose to perform as a soloist and consolidate their instrumental skills.

**Music appreciation:** Students will listen to a range of music, and express their feelings towards it. They need to evaluate the music critically. They will also review each other’s performance by giving them positive and appropriate comments

Assessment: Pupils are assessed ongoing as they perform and work together with regular feedback from the teacher, they also do written theory Assessments on Pop Music

Impact

Core outcomes

Outcomes: 3 main outcomes

1.Students will show their instrumental skills through performing in class

2.Students will show their understanding on pop music through written assessments

3. Students will show their team working skills through forming a band.

Wider Impact

Career Links: Performing a pop song of their choice during a show / school concert developing confidence in front of audiences helpful for job interviews

Life skills:Improve social skills working with others, develop understanding that professional musicians also write songs.

Develop understanding that songs have meaning/emotional messages.