



Year 9 Music Medium Term Plan

Autumn Term 1

Learning Overview (Contents)	Listening: Mozart (Forms in Music) Music Theory: Rhythm- and pitch-oriented symbols, music vocabulary Singing: Voice technique foundations, warm-up patterns, using the voice to map melody Body Percussion: Concepts, quality and timbre, and pattern foundations
Assessment Opportunities	Class participation credit Half-term quiz Half-term marked performances Use of music manuscript notebook credit
Textbooks Published Lesson Resources	
Home Learning Resources	https://www.thenational.academy/teachers/programmes/music-secondary-ks3/units/keyboards-fundamentals/lessons?sid-b1743b=vnDgiLIRia&sm=0&src=3 https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/stomp-and-sing-a4d4/lessons?sid-e15afd=Zl45ONYloQ&sm=0&src=3
Knowledge organisers	https://www.twinkl.co.uk/resource/t4-mu-3-minims-crotchets-and-quavers-bingo

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1 (24 Aug)	1. Introduction Part 1 to Music Class	Identify the role that music plays in each student's individual life at present

	2. Introduction to Body Percussion – chest thump, hand clap, snap 3. Introduction to Notation	Perform a simple body percussion pattern and recognize how this pattern is notated with rhythmic symbols Understand the meaning and functions of music notation
2 (31Aug)	1.What is music and why study music? 2.Introduction to Singing 3.Body Percussion – Foot stomp, leg slap 4. Introduction to symbols of sounds and silences 5. “Eine Kleine Nachtmusik”	Formulate purpose for music and its study Explore the difference between foot stop and leg slap and perform body percussion patterns this week’s and last week’s sounds Identify, draw, clap and count crotchet, minim, and semibreve rhythm patterns Sing 5-4-3-2-1 pitch pattern on the syllable “Hey”
3 (7 Sept)	1. Grouping symbols in music 2. Singing – Solfege introduction 3.Listening exercise “EKN” – the function of question-and-answer phrases in music 4.Introduction to treble and bass clef, the staff, and drawing notes	Define measure, bar, and bar line Ear train on do-re-mi solfege (call/echo) and the do-do scale Sing EKN theme question and answer phrase (doo/lah) Listen to EKN and identify the question-and-answer phrases that reappear (how many times does this phrasing appear?) – song profile Practise drawing the treble and bass clef, mapping lines and spaces
4 (14 Sept)	1.Listening exercise “Twinkle Twinkle Little Star (“Ah vous dirai-je maman) – Theme and Variations” – watch live performance 2.Singing warm-ups, solfege work 3.Rhythm work with dotted minim 4.Continuation of staff set-up	Listen to Mozart’s TTLS and define theme and variations concept - song profile Sing TTLS on solfege Ear train on fa-sol-la solfege and the do-do scale Introduce dotted minim (3 beats) note and rest (drawing, clapping, counting) Identify and write the sequence of the music alphabet Create a grand staff and draw line and space semibreves
5 (21 Sept) Review Week 1	1. Rhythm review 2.Choosing quiz performance groups 3.Terms review 4.Singing review	Review notation, question and answer, and theme and variations Review rhythm symbols learned to date Students choose quiz performance groups Students begin creating and practising their 4-bar rhythms for quiz Singing review of do-do, EKN (doo/lah) and TTLS
6 (28 Sept)	1. Group practice of composed rhythms and singing requirements	Practise performance expectations - rhythm and singing performance Final review of theory and concepts in game format



Review Week 2	2. Review game of terms	
7 (5 Oct)	Written and performance quiz	10/15 minutes – written quiz 20-25 minutes – body percussion and singing assessments (in small groups)
8 (12 Oct)	Introduction to keyboards Sing: “You Can Count on Me”	Outline the rules for using the keyboards Orientation of keyboards (white/black notes layout etc) Listen/watch/read/sing “You Can Count on Me”

Year 9 Music Medium Term Plan Autumn Term 2

Learning Overview (Contents)	Listening: Ode to Joy Music Theory: Rhythm- and pitch-oriented symbols, music vocabulary, AABA form Singing: Using solfege to map melodies, singing in a round Keyboard: Introduction to Keyboard geography and finger/hand positioning Rhythm Percussion: Quaver rhythms
Assessment Opportunities	Class participation credit End of term quiz End of term marked performances (in groups) Use of music manuscript notebook credit
Textbooks Published Lesson Resources	

Home Learning	https://www.youtube.com/watch?v=kbJcQYVtZMo https://www.youtube.com/watch?v=t1f_cDQDEYY https://www.songstuff.com/songwriting/article/aaba-song-form/ https://europianosnaples.com/piano-keys-101/
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Resources	https://www.google.com/search?q=bella+mama+round&rlz=1C1BNSD_enBH1176BH1176&og=bella+mama+round&gs_lcrp=EgZjaHJvbWUqDAgAE_AAYDRijAhiABDIMCAAQABgNGOMCGIAEMgkIARAUgA0YgAQyCggCEAAyGAYogQyBwgDEAAy7wUyBwgEEAAy7wUyBwgFEAAy7wXSAQgzMDE3ajBqNKgCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:c570cde8,vid:mqryMctdGbk,st:0
Knowledge organisers	

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1 (26 Oct)	1. Introduction to quavers 2. Introduction (continuation) to keyboards 3. Keyboard Exercise 1 and 2 4. Notation Exercise 1 and 2 5. Introduction to “Bella Mama” Round 6. Introduction “Ode to Joy”	Identify, draw, clap, and count quavers (rhythm) Identify white and black notes and map the music alphabet on the keyboards Learn RH and LH of Keyboard Exercise 1 and 2 (C Major position) Name notes of C Major (in Exercise 1 and 2) on short worksheet Learn “Bella Mama” melody in unison in singing as a first step toward part singing Listen to a snippet of Ode to Joy performed at the piano
2 (2 Nov)	1. Quaver review 2. Review Exercise 1 and 2 3. “Ode to Joy” - Keyboard 4. “Ode to Joy” – A A B A structure 5. Solfege la-ti-do and “Bella Mama”	Clap and count quaver pattern from last week Review/Practise Keyboard Exercise 1 and 2 Begin “Ode to Joy” at keyboard “Ode to Joy” song profile – A A B A form Ear train la-ti-do solfege Review Bella Mama in unison, and try in round with delayed entry
3 (9 Nov)	1. Review Exercise 1 and 2 2. “Ode to Joy” - Keyboard 3. Notation OtJ 4. “Bella Mama” round and OtJ solfege 5. Introduction of End of Term Quiz	Warm up with Exercise 1 and 2 (keyboard) Continue “Ode to Joy” at keyboard Name notes for OtJ on short worksheet Practise singing BM in a round, OtJ on Solfege Brief review on theory and performance quiz
4 (16 Nov)	1. OtJ practice (keyboard)	Performance rehearsal of OtJ, the “BM” melody/round, OtJ on solfege



Major Quiz Review	2. Vocals review of Ode to Joy and Bella Mama 3. Review theory and concepts	Review quavers, A A B A, C Major notation on staff, keyboard layout
5 (23 Nov) Quiz	Written and performance quiz Bahraini National Day exploration next week	10 minutes – written quiz 20 minutes – keyboard assessment (duos) 12 minutes – vocals assessment (groups) “Bring in titles of your favourite Bahraini song, artist, dance, poem – share these with the class and talk about why this piece is meaningful to you”
6 (30 Nov) Quiz con’t	Written and performance quiz Bahraini National Day exploration next week	10 minutes – written quiz 20 minutes – keyboard assessment (duos) 12 minutes – vocals assessment (groups) “Bring in titles of your favourite Bahraini song, artist, dance, poem – share these with the class and talk about why this piece is meaningful to you”
7 (7 Dec)	Bahraini National Day Class Sharing Experience	Students share a favourite piece of Bahraini performance art and discuss why that piece is a favourite Sing “Bahrainuna”

Year 9 Music Medium Term Plan Spring Term 1

Learning Overview (Contents)	Listening: Jazz and Blues (Ragtime, 12 Bar Blues in different styles); “The Entertainer”, “Feeling Good”, “Sweet Home Chicago”, “Hound Dog”, “Wipeout” Music Theory: Major scale, sharps and flats, quavers, ties, chord formation (chord numbers), 12-Bar Blues Singing: “Feeling Good”, “Sweet Home Chicago”, “Hound Dog” Keyboard: Playing chords, playing the 12-Bar Blues chords, playing “Sweet Home Chicago” around the 12-Bar Blues Rhythm Percussion: Quaver patterns, ties, table top drumming “Wipeout”
Assessment	Class participation credit Half-term marked performances

Oppor- tunities	Use of study jotter and music manuscript jotter credit
Textbooks Published Lesson Resources	https://en.wikipedia.org/wiki/The_Entertainer_(rag) https://www.google.com/search?q=the+entertainer+youtube&rlz=1C1BNSD_enBH1176BH1176&oq=The+Entertainer+youtube&gs_lcrp=EgZjaHJvbWUqBwgAEAAyGAQyBwgAEAAyGAQyDQgBEAAyKQIYgAQYigUyCagCEAAyFhgeMggIAxAGBYHjIICAQQABgWGB4yCagFEAAyFhgeMggIBhAAGBYIHjIICAcQABgWGB4yCagIEAAyFhgeMggICRAAGBYHtIBCDUwOTRqMGo0qAIAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:a5fbb1bb,vid:dSHmGiROAqk,st:0 https://www.youtube.com/watch?v=Yc5jwR9KUvg (Nina Simone Feeling Good) https://www.youtube.com/watch?v=MsNM7BP0IOM (Michael Buble Feeling Good) https://www.youtube.com/watch?v=Phb49vaUiUw (Sweet Home Chicago live in Chicago) https://www.youtube.com/watch?v=Kh5lcx0kAMo&list=RDKh5lcx0kAMo&start_radio=1 (Buddy Guy, Eric Clapton SHChicago) https://www.youtube.com/watch?v=9XPYQNaVpXQ&list=RD9XPYQNaVpXQ&start_radio=1 (Hound Dog) https://www.youtube.com/watch?v=XjiOtoutyBOg&list=RDxjiOtoutyBOg&start_radio=1 (Wipeout)

Home Learning Resources	
Knowledge organisers	

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1 (4 Jan)	1. Jazz Introduction 2. Listening – Early Jazz 3. Rhythm - Ties 4. Singing – Scale (numbers), 1-4-5	Discuss (whole group) and discover what is jazz (background) “Entertainer” song profile – Ragtime and early jazz origins Introduce the tie symbol and clap and count a phrase using a tie Sing the solfege scale using numbers emphasising 1-4-5 scale degrees Brief warm-up with Exercise 1 and 2

	5. Keyboard – Introduction to the Major scale and 1-4-5 6. Announcement of Half-Term Assessment Goals	Map the Major scale with RH then LH (family of notes) Identify the 1-4-5 scale degrees (close relationships) Reveal the nature of the Half-Term assessment with singing “Feeling Good” in small groups and performing “Sweet Home Chicago” chord progression in small groups
2 (11 Jan)	1. Listening: “Feeling Good” 2. Singing: “Feeling Good” 3. Rhythm Review - Tie 4. Theory and Keyboard: 1-4-5 scale degree review and building chords	“Feeling Good” brief song profile with listening activity Read and sing first two verses of “Feeling Good” Clap and tap a new phrase of rhythm using a tie Revisit map of Major scale locating 1-4-5 Introduce basic chord structure Explore playing chords build on 1-4-5 in each hand at the keyboard
3 (18 Jan)	1. Singing: “Feeling Good” 2. Theory and Keyboard: Building chords, Intro to 12-Bar Blues chord progression (1-4-5) 3. Swinging quavers 4. Brief listening: “Sweet Home Chicago” 5. Reminder: Half-Term assessment	Sing/review “Feeling Good” phrases from last week and practise the next (3rd) verse Review chord building on the piano (practise) Introduce the basic structure of a 12-Bar Blues (uses same chords as we have been learning) Review simple quaver rhythm with “straight” pattern, then demonstrate how quavers can be played “swung” style Experiment with playing chords in swung quavers Introductory listening (sample) of “Sweet Home Chicago” to demonstrate Blues, 1-4-5 chords, and swung quavers Remind students of the “Feeling Good” singing and “Sweet Home Chicago”/12-Bar Blues piano performance assessments
4 (25 Jan) Review	1. Singing: “Feeling Good” 2. Theory and Keyboard: Review 1-4-5 chords separately and in the 12-Bar Blues sequence 3. Keyboards: “Sweet Home Chicago” 4. Upcoming performance assessments	Sing/rehearse “Feeling Good” (3 verses) Play 1-4-5 chords at the keyboard as a warm-up Play 12-Bar Blues sequence with a slow tempo Play 12-Bar Blues sequence as it is situated in “Sweet Home Chicago” Discuss the criteria of singing “Feeling Good” in small groups and playing 2 rounds of “Sweet Home Chicago” verses at the piano for Half-Term assessment

5 (1 Feb) Review or Assessment	1. “Feeling Good” Singing assessments 2. “Sweet Home Chicago” Piano assessments OR 1. Singing: “Feeling Good” 2. Theory and Keyboard: Review 1-4-5 chords separately and in the 12-Bar Blues sequence 3. Keyboards: “Sweet Home Chicago” 4. Upcoming performance assessments	Warm-up “Feeling Good” with the whole class Assess small groups of “Feeling Good” vocal performances Warm-up “Sweet Home Chicago” Assess small groups of “Sweet Home Chicago” piano performances OR Sing/rehearse “Feeling Good” (3 verses) Play 1-4-5 chords at the keyboard as a warm-up Play 12-Bar Blues sequence with a slow tempo Play 12-Bar Blues sequence as it is situated in “Sweet Home Chicago” Discuss the criteria of singing “Feeling Good” in small groups and playing 2 rounds of “Sweet Home Chicago” verses at the piano for Half-Term assessment
6 (8 Feb)	1. “Feeling Good” Singing assessments 2. “Sweet Home Chicago” Piano assessments OR Further listening exploration “Hound Dog” and “Wipeout”	Sing/rehearse “Feeling Good” (3 verses) Play 1-4-5 chords at the keyboard as a warm-up Play 12-Bar Blues sequence with a slow tempo Play 12-Bar Blues sequence as it is situated in “Sweet Home Chicago” Discuss the criteria of singing “Feeling Good” in small groups and playing 2 rounds of “Sweet Home Chicago” verses at the piano for Half-Term assessment OR Explore other Blues-based pieces like Elvis Presley’s “Hound Dog” and “Wipeout” – listening and playing, singing, or drumming



Year 9 Music Medium Term Plan Spring Term 2

Learning Overview (Contents)	Listening: World Music Traditions (Bahraini, Scottish/Indian, Chinese, Russian) Theory: Instrumental identification, investigation of cultural preservation and musicology, music history Musical Language: Reciting phrases texts of music in other languages as part of the translation process
Assessment Opportunities	Use of study jotter and music manuscript jotter credit Create song profiles End-of-unit review
Textbooks Published Lesson Resources	

Home Learning Resources	https://www.mubaraknajem.com/product-page/orchestral-bahraini-tunes https://en.wikipedia.org/wiki/The_Banks_o%27_Doon https://www.geetabitan.com/lyrics/P/phule-phule-dhole-dhole-lyric.html https://www.google.com/search?q=Ye+Banks+and+Braes+and+Phule+Phule+Dhole+dhole&rlz=1C1BNSD_enBH1176BH1176&oq=Y e+Banks+and+Braes+and+Phule+Phule+Dhole+dhole&gs_lcrp=EgZiaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRigATIHCAQQIRiPAjIHCAUQIRiPatIBCTExNTYwajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:ac7c6282,vid:qyFNMLsOLOI,st:0 https://en.wikipedia.org/wiki/Mo_Li_Hua https://www.youtube.com/watch?v=8f8WYvAo-RA https://chinesemusic.mtsu.edu/instrument-gallery/ https://culture.gov.bh/en/events/AnnualFestivalsandEvents/HeritageFestival/HeritageFestival2015/BahrainiFolkMusicTypes/ https://www.carvedculture.co.uk/blogs/articles/traditional-musical-instruments-from-scotland?srltid=AfmBOoqzVAbtCZNPjb9F6Dj2J8fNUgTarDL8OeX_GyhSUPwi26nYYR7m https://artiumacademy.com/blogs/10-best-traditional-indian-musical-instruments-you-should-know/ https://www.rbth.com/arts/331963-russian-folk-musical-instruments
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Knowledge organisers	
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Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1 (22 Feb)	1. World Music Introduction 2. Mubarak Najem 3. End of Term world music sharing	Discuss (whole group) the field of world music traditions (why? Who? Where? How? When?) and talk about the multi-cultural journey we are about to take over the next weeks Explore the background and career of Mubarak Najem and discover his work with reimagining Bahraini traditional music in the orchestral setting Students plan to bring in a piece of traditional music of their choice from a culture in the final week of Term 2
2 (1 Mar)	1. Bahraini music and lyrics 2. Arabic Instrument identification	Listen to some short samples of Mubarak Najem's adaptations of Bahraini traditional songs Read and speak selected phrases of the lyrics from these songs Discuss the types of instruments in Arabic that may be used and the qualities of sound they produce (timbres), then compare to orchestral instruments featured in Najem's works
3 (8 Mar)	1. Cultural dialogue between Scotland and India 2. Robert Burns speaks to Rabindranath Tagore 3. "Ye Banks and Braes" inspires "Phule Phule Dole Dole" 4. My experience with these 2 pieces	Discuss how cultures can speak to each other from around the world (sharing practices, fusing musical styles, artists influencing each other) Explore the history of Robert Burns' "Ye Banks and Braes" and Rabindranath Tagore's response to this song with "Phule Phule Dole Dole" Listen to samples of both songs Speak a verse of YBAB and then a verse of PPDD Recount my experience (speaking only) of combining these two songs on a concert I did two years ago
4 (15 Mar)	1. Introduction to Chinese Music 2. Themes of nature in Chinese song 3. "Mo li hua" ("Jasmine Flower") 4. Chinese instrument identification	Explore basic characteristics of the music from China Investigate the theme of nature as an important theme in Chinese song Read about the background of "Mo li hua" Listen to "Mo li hua"

		Speak a few phrases of text of MLH Discover the typical instruments used in Chinese traditional music
5 (22 Mar)	1. Introduction to Russian Music 2. Function of a lullaby across cultures 3. “Bayu Bayushki Bayu” 4. Minor tonality in the melody	Explore basic characteristics of the music from Russia Investigate the role of the lullaby across world cultures Read about the background of “Bayu Bayushki Bayu” Listen to BBB Speak a few phrases of text from BBB Identify the minor tonality in the colour of the music – common in Russian music
6 (29 Mar)	End-of-Term Review	Whole group discussion across all 5 cultures Relisten to some of the music samples and sing along using the texts Invite students to share their own world music samples and listen to these together as a class