

Topic: Year 9 Form & Structure Duration 6-7 Weeks			
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody Drone Ostinato Harmony Treble Clef Pitch Notation Chord Accompaniment	<ul style="list-style-type: none"> • What is Form and Structure in Music? • What are Q&A, Binary, Ternary and Rondo Forms? • How can we tell the difference between music based on different Forms and Structures? • How can we label or identify different sections within a piece of music? • To what extent does music with a recurring or repeated section provide familiarity to the listener? • To what extent does music need Form and Structure? • Can you identify Q&A, Binary, Ternary and Rondo Forms used in a variety of styles of music? • Why is it important to have structure in music? 	<ul style="list-style-type: none"> • Understand what Form and Structure is in music • Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music • Recognise the differences between music based on different Forms and Structures • Know how to label or identify different sections within a complete piece of music • Recognise that music with a recurring or repeated section provides familiarity to the listener • Recognise why Form and Structure is important in music 	<p>Links to Music of Japan in Year 7 through the use of Pentatonic melodies.</p> <p>Links to use of Chromatic Notes in year 8 through the use of treble clef notation. Links to Theme & Variations from year 8.</p> <p>Links to and Hooks & Riffs in year 9.</p> <p>GCSE: Musical Forms and Devices, Instrumental Music 1700-1820, Western Classical Tradition 1650-1910</p>

Topic: Year 9 What makes a good song? – Exploring Popular Songs Duration 6-7 Weeks			
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Melody Verse Chorus Per-chorus Coda Middle-8 Bridge Introduction Outro Form Structure Instrumentation Solo Modulation Modulate	<ul style="list-style-type: none"> • What makes a good song? • Can you suggest an acceptable structure or form for a good popular song? • How would you describe the use of technology in a good song and can you name any examples of popular songs that use technology to enhance the sound/song? • Does a good knowledge and understanding of harmony and how chords work help when composing a good song and can you think of any common examples of chord progressions used in popular songs? • Can you identify aurally what makes a good song? • To what extent does music need repetition and can you think of how repetition can be used effectively in a good song structure? • Can you successfully evaluate how other popular artists have put together good songs? • Do you know how to draw links between the use of hooks and riffs in popular music? • Can you identify when your peers are using musical features that are taken from good song structures in their performances as well as compositions? • Can you successfully discuss, after listening to examples of different types of songs from different periods of musical history, what makes these specific examples good or bad songs? 	<ul style="list-style-type: none"> • Recognise what the principal as well as more subtle characteristics of what makes a good song. • Perform examples of good songs from a wide range of decades. • Identify, perform and compose examples of compositions of good songs using knowledge as well as understanding of the characteristics of what makes a good song. • Recognise their own contributions to group performances taking a solo part. • Evaluate how purpose can affect the way music is used. 	<p>Make notated maps or scores of popular songs, illustrating the hooks used, when and where they happen in the song. Use their Knowledge, skills and understanding of previous topic/units such as Hooks, Riffs and Ostinatos to assist in developing powerful knowledge further.</p> <p>Make links to music from other cultures and traditions that use popular song structures, such as various types of world music and other types musical devices especially the use of technology.</p> <p>This introduces learners to key concepts needed for GCSE music and beyond.</p>