

## Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	wc 25/08	wc 01/09	wc 08/09	wc 15/09	wc 22/09	wc 29/09	wc 06/10	wc 13/10	wc 3/11	wc 10/11	wc 17/11	wc 24/11	wc 1/12
Cycle 1	Staff Induction	Staff Induction	Baseline Assessment - identify prior knowledge that has been retained and identify any gaps (inform planning) <i>*Students timetabled for music 08/09 and 09/09 will have baseline lesson 22/09 and therefore commence lesson 1 of topic 06/10.</i>		<b>Topic: Reggae Lesson 1</b> A Contextual, historical and musical introduction to reggae which includes appraising and performance.		<b>Topic: Reggae Lesson 2</b> Developing a contextual, historical and musically stylistic understanding (key musical features of reggae) through appraising music and learning to play piece of reggae music (scaffolded).		<b>Topic: Reggae Lesson 3</b> Continued development of the context, history and key musical features of reggae music through appraising and learning to play piece of reggae music (scaffolded).		<b>Topic: Reggae Lesson 4</b> Continued development of the context, history and key musical features of reggae music through appraising and learning to play piece of reggae music (scaffolded).		Assessment - performance and written contextual/historical understanding.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	wc 08/12	wc 15/12	wc 05/01	wc 12/01	wc 19/01	wc 26/01	wc 02/02	wc 09/02	wc 23/02	wc 02/03	wc 09/03	wc 16/03	wc 23/03
Cycle 2	Assessment - performance and written contextual/historical understanding.	<b>Topic: Protest Music Lesson 1 -</b> A Contextual, historical and musical introduction to protest (general concept) which includes appraising and performance. Focus on Emmanuel Jal – Child Soldier. Brainstorm song/rap/poetry ideas, style, instrumentation required etc.		<b>Topic: Protest Music Lesson 2 -</b> Contextual, historical and musical focus on Strange Fruit – Billie Holiday. Develop song rap/poetry ideas, style, instrumentation required etc.		<b>Topic: Protest Music Lesson 3 -</b> Contextual, historical and musical focus on Where is the Love? - Black Eyed Peas. Continue to compose song lyric/rap/poetry and develop accompaniment through chords/drumbeat/BandLab etc.		<b>Topic: Protest Music Lesson 4 -</b> Contextual, historical and musical focus on Stormzy. Continue and refine song lyric/rap/poetry and develop accompaniment through chords/drumbeat/BandLab etc.		<b>Topic: Protest Music Lesson 5 -</b> Contextual, historical and musical focus on John Lennon – Imagine. Refine and practise performing composition.		Assessment - performance and written contextual/historical understanding.	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	wc 13/04	wc 20/04	wc 27/04	wc 04/05	wc 11/05	wc 18/05	wc 01/06	wc 08/06	wc 15/06	wc 22/06	wc 29/06	wc 06/07	wc 13/07
Cycle 3	<b>Topic: 'Made In Manchester' Lesson 1</b> – a contextual, historical and musical understanding of the city where students are from. Choice to focus on following; research project, composing dance track or performing in a rock band.		<b>Topic: 'Made In Manchester' Lesson 2</b> – a contextual, historical and musical understanding of the city where students are from. Appraising music. Confirm choice.		<b>Topic: 'Made In Manchester' Lesson 3</b> – a contextual, historical and musical understanding of the city where students are from. Focus on research project, composing dance track or performing in a rock band.		<b>Topic: 'Made In Manchester' Lesson 4</b> – a contextual, historical and musical understanding of the city where students are from. Focus on research project, composing dance track or performing in a rock band.		<b>Topic: 'Made In Manchester' Lesson 5</b> – a contextual, historical and musical understanding of the city where students are from. Focus on research project, composing dance track or performing in a rock band.		Assessment – research project, dance track composition, performance		Outstanding assessments – research project, dance track composition, performance