

KAT Sequence for Learning (Long Term Planning) - Year 9

Weeks	Term	Topic	Knowledge	Skills
1 2 3 4 5 6 7 8	Autumn T1	How is Hip Hop similar to Shakespeare? (Rap and Hip Hop)	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation and musical symbols hooks and riffs rhyming couplets background history and context of rap and hip hop music 	Complex activity: Writing genre: Performing Music: <ul style="list-style-type: none"> Confidently and accurately perform riffs and loops from hip hop songs from notation. Confidently perform a rap as part of a group with expression Reproduce sounds that they hear and perform parts from memory Composing Music: <ul style="list-style-type: none"> improvise melodic/rhythmic riffs within rap/hip hop structures Compose and notate a rap that has a rhyming lyrics, a bass riff/sample and a beat Understanding Music: <ul style="list-style-type: none"> Aurally recognise features and devices and understand how different elements of music are used in rap and hip hop show understanding of how music has evolved through time Complex activity: write a rap with a beat and bassline. Writing genre: lyrics for a rap
9 10 11 12 13 14 15	Autumn T2	Why are there so many different dances? (Dance Music) RETEACH WEEK based on gaps in knowledge	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Different dance genres Notation, symbols, simple and compound time Background and context of each style of dance music History of Music: Johann Strauss II and/or other great composers 	Performing Music: <ul style="list-style-type: none"> Confidently and accurately perform from notation with expression Reproduce sounds in simple and compound time Composing Music: <ul style="list-style-type: none"> improvise melodic/rhythmic material within dance structures Understanding Music: <ul style="list-style-type: none"> Aurally recognise features and devices and understand how elements of music are used in different types of dance music Listen with increasing discrimination to a wide range of music from great composers and musicians, understanding how music has evolved through time Complex activity: recognise dance genres through the use of inter-related dimensions of music Writing genre: leaflet about different genres
16 17 18 19 20	Spring T1	Why does music need contrast? (Variations)	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation and symbols Ground bass History of Music: Pachelbel and/or other great composers 	Performing Music: <ul style="list-style-type: none"> perform accurately with expression Reproduce sounds that they hear and perform parts from memory Perform confidently solo and in a group using notation Composing Music: <ul style="list-style-type: none"> improvise melodic/rhythmic material over a ground bass compose and notate a set of variations that explore different musical features and devices Understanding Music: <ul style="list-style-type: none"> Recognise how different elements of music are used to create contrast Listen with increasing discrimination to a wide range of music from great composers and musicians Complex activity: Compose variations on 'Freres Jacques' Writing genre: N/A

21	Spring T2	Is minimalism really music?	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation and symbols motif, phase-shift History of Music: Steve Reich, Terry Riley and/or other great composers 	Performing Music: <ul style="list-style-type: none"> perform fluently with accuracy and expression, solo and in a group and using notation Reproduce sounds that they hear and perform parts from memory Composing Music: <ul style="list-style-type: none"> improvise and compose melodic/rhythmic material exploring minimalist ideas notate minimalist ideas Understanding Music: <ul style="list-style-type: none"> Develop a deepening understanding of the music that they perform and to which they listen, and its history identify the inter-related dimensions of music with increasing sophistication Listen to music from modern composers with increasing discrimination Complex activity: compose and notate rhythmic and melodic motifs to create a longer minimalist structure Writing genre: Diary entry
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26		RETEACH WEEK based on gaps in knowledge		
27	Summer T1	Can cover versions be better than the original?	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation and symbols musical features and instruments in pop music 	Performing Music: <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Composing Music: <ul style="list-style-type: none"> Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Understanding Music: <ul style="list-style-type: none"> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Develop a deepening understanding of the music that they perform and to which they listen, and its history Complex Activity: Make an arrangement of a song Writing Genre: Programme note
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32		(Making arrangements)		
33	Summer T2	What is a great composer?	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation and symbols Baroque, Classical, Romantic, Modern era Great Composers and musical features and styles from each period 	Performing Music: <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Composing Music: <ul style="list-style-type: none"> Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Understanding Music: <ul style="list-style-type: none"> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history Complex Activity: Identify musical styles and periods through the use of inter-related dimensions of music Writing Genre: persuasive
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38		(History of Music Timeline)		
39		RETEACH WEEK based on gaps in knowledge		
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