



Music Scheme of Learning

Year 9 Term Two Jazz/ Samba

Intent – Rationale

This topic is designed to give students the skills they require to access GCSE music in greater detail than Key Stage Three Music can allow. It intends to promote the expectations of the course and to give students an opportunity to get to grips with the requirements of the mark schemes. Students should develop musical terminology in this term that will support their future learning. Activities have been designed to give them a snap shot of the work they will complete across their two years of study.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7, Term One – Theory of Music Year 8 Term 4 World Music – looking at different cultures and traditions from the World Year 9 Term 1 – Blues Music and how it developed, improvisation</p>	<ul style="list-style-type: none"> • Year 9 Term 4 Reggae Music – in particular the off-beat rhythms • Year 9 term 5 and 6 Contemporary Music and Music through the decades – larger ensemble skill development
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work 	<ul style="list-style-type: none"> • SP, SO, M • 4 • A, b, d, e,f, g,h,l
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Comprehension activities • Key Word Activities to improve students understanding of subject specific terminology <p><i>BBC Music Magazine</i></p>	<ul style="list-style-type: none"> • Rhythmic Values and Counting



Music Scheme of Learning

Year 10 – Term One

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u> To identify the key characteristics of Jazz Music To identify the key characteristics of Samba Music To demonstrate knowledge of off-beat rhythms and their effect To recall the definition of an extended chord</p> <p><u>Apply</u> To perform a piece of Jazz demonstrating stylistic features To arrange a piece of Samba music demonstrating an awareness of ensemble skills</p> <p><u>Extend</u> To utilise complex rhythms from Jazz music in to Samba music To perform using extended chords</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Elements of Music • Syncopation • Extended chords • Harmony • Ensemble • Improvisation • Scale • Triad • Ninths • Sevenths • Sixths • Colourful Harmony 	<ul style="list-style-type: none"> • Students will complete listening exercises linked to the stylistic features of Jazz and Samba. • Students will perform a piece of Jazz music which will be assessed against set criteria. • Students will arrange and perform a piece of Samba music which will be assessed against set criteria. • On- going Assessment for Learning through activities and questioning.



KESTEVEN AND SLEAFORD HIGH SCHOOL



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	To recall stylistic features of Jazz Music	To identify the stylistic features of Jazz Music through listening and analysis	Powerpoint
2	To define an extended chord	To perform a sequence of extended chords	Powerpoint
3	To perform a piece of Jazz music demonstrating two hands on the piano	To perform a piece of Jazz music demonstrating the use of extended chords	Powerpoint
4	To identify the key features of Samba Music	To compare Samba music with other styles	Powerpoint
5	To demonstrate an understanding of how simple rhythms can work together using polyrhythms	To demonstrate an understanding of how complex rhythms can work together using polyrhythms	Powerpoint
6	To perform as part of an ensemble using simple rhythms	To perform and direct an ensemble using complex rhythms	Powerpoint