


Learning Plan 3		Subject/Pwnc: Music	Year/Blwyddyn: 9				
<p><u>The Four Purposes in Creative Arts:</u></p> <p>Ambitious, capable learners, who: Set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems.</p> <p>Enterprising, creative contributors, who: Connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.</p> <p>Ethical, informed citizens</p> <p>Healthy, confident individuals, who: Are confident, resilient and empathetic; take part in physical activity; have the confidence to participate in performance; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p>							
<p>Knowledge focus/what matters: Enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work.</p>							
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)		Homework/Gwaith cartref to support progress			
Week 1: Developing performance skills on classroom instruments	Recognise how skills in one discipline support another. Reflect critically and constructively on creative work.	<p><u>Performing Skills</u></p> <p><u>What I Was Made for? Billie Eilish</u></p> <ul style="list-style-type: none"> I can use playing techniques on keyboards, ukulele, or tuned percussion. I can listen to Billie Eilish's What Was I Made For? and discuss its tone, tempo, and emotional intent. I can rehearse melody and chord patterns as a whole class. I can reflect and comment constructively on performance accuracy and expression. 		Wk 1	<p>Homework Set Week 1,</p> <p>Research another Billie Eilish song and identify its structure, key, and emotional mood.</p> <p>Due Week 4):</p>		
Week 2: Developing your own melody for a given brief	Recognise how skills in one discipline support another. Apply learning across contexts to enrich understanding and outcomes.	<p><u>Performing & Appraising Skills</u></p> <ul style="list-style-type: none"> I can analyse the song's instrumentation and expressive devices (piano texture, string swells, and vocal delivery). I can develop short melodic ideas inspired by the song's theme. I can apply knowledge of texture and dynamics when performing sections to the class. 		Wk 2			

		<ul style="list-style-type: none"> I can use peer feedback to shape improvements. 		<p>Homework:</p> <p>Set: Week 5</p> <p>Due: Week 6</p>
<p>Week 3: Refining idea to improve creative work</p> <p>SYL</p>	<p>Independently synthesize past experiences to inform new work.</p> <p>Know how rehearsal, teamwork, and evaluation improve musical outcomes.</p> <p>Evaluation skills will improve through development of compare and contrast skill.</p>	<p><u>'Blinding Lights' by The Weeknd</u></p> <ul style="list-style-type: none"> I can compare "What Was I Made For?" to previous pop ballads such as "Blinding Lights" — discuss contrasts in tempo, lyric content, and emotional tone. I can remember 'What makes a Good Song?' Understanding and recalling song structure. Reading Focus— I can discuss the meaning and emotional expression in Eilish's lyrics. <p><i>Intro, verse, chorus, instrumental, outro/coda</i></p> <ul style="list-style-type: none"> I can play the theme of 'Blinding Lights' by The Weeknd. I can play the melody as a class group and learn the chord progression. I can understand how four songs can be used to create strong song ideas and apply this to creative skills in composition. 	Wk 3	
<p>Week 4: Using previously learned skills to apply to new work</p>	<p>Recognise how song structure supports expression and meaning in performance.</p>	<ul style="list-style-type: none"> I can discuss the song structure of 'Blinding Lights' with other learners identifying consistently the Intro/Verse /Chorus/Instrumental/Outro/Fade. I can develop my performing skills plating 'Blinding Lights' and perform a part as a class ensemble. 	Wk 4	
<p>Week 5: Developing skills in digital teach to create pieces of music.</p>	<p>Use digital tools purposefully to create or edit work.</p>	<ul style="list-style-type: none"> I can listen and appraise two different versions of Blinding Lights and comment on the changes in style, instrumentation and voices. I can produce a finish piece in a pop musical style usng bandlab and video demonstrating my digital skills. I can refine my class performance of 'Blinding Lights' performance with the group adding different instrumental parts inc. drum kit, bass guitar and guitar. 	Wk 5	
<p>Week 6: Applying all new skills learned over the year to create a pleasing ensemble performance</p>	<p>Apply my learning about musical devices and conventions to performing increasing challenging pieces of music</p>	<ul style="list-style-type: none"> I can review and consolidate my performing listening and appraising work and demonstrate my learning through class performance composition and appraising tasks from the topic. I can show a finished product of digital music with some music video. 	Wk 6	

Assessment points:

- **Technical accuracy in performance**
- **Expressive control**
- **Creative application in arranging**

- **Contribution to ensemble work**
- **Reflecting and evaluating progress**