

**Music Department**

**Year: 9**

**Topic: Disco**

**Learning Journey**

**Prior learning:**

**Musical literacy** – Students have learnt how to read bass clef and treble clef notation in previous topics. They have also composed their own music and written this onto the staff.

**Analysis/ listening** – Students have completed analysis of a range of musical styles throughout KS3. They have learnt key features of different genres of music and have developed a bank of key terms for musical elements. They have started to compare and contrast different genres of music.

**Performance** – Students have performed as soloists or as part of an ensemble in all previous topics.

<b>Learning sequence – topic title</b>						<b>Endpoint</b>
<b>Main learning steps</b>	<b>Analysis disco music.</b>  Students will listen to different excerpts of Disco music and describe the elements of music. They will then discuss the key features of the music.	<b>Bassline</b>  Students will learn the bassline of the song 'Funky Town' from written notation.	<b>Reading drum notation</b>  Students will learn how to read drum notation on the staff. They will then learn to play the '4 to the floor' disco rhythm used in 'Funky Town'	<b>Hooks</b>  Students will learn what a hook is in music and will learn to play the iconic hook from 'Funky Town' from notation.	<b>Ensemble Performance</b>  Students will work in small ensembles to develop a performance of Funky Town. They will perform this for their end of topic assessment.	Students will perform their own versions of the song 'Funky Town' as part of an ensemble.
<b>Assessment</b>				<b>Formative Assessment –</b>	<b>Summative Assessment –</b> All students will perform	

				Every group will perform their work to the class and all students will complete a peer assessment.	their versions of 'Funky Town' to the class and will receive written feedback from their class teacher.	
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***Where will we use these ideas again:***

***Musical literacy*** – In our final Year 9 topic, students will be interpreting musical notation independently and creating a band performance from that notation. This will allow student to put all musical literacy skills learnt in KS3, into practice.

***Analysis/ listening*** – If students choose to study Music and GCSE. They will continue to develop their analytical skills and their knowledge of musical genres.

***Performance*** – Students will perform as an ensemble in the final band unit of KS3. If they choose to continue Music at KS4, they will perform as soloists and as part of an ensemble for their GCSE coursework.