

Meden School Curriculum Planning							
Subject	Music	Year Group	9	Sequence No.	1	Topic	Protest

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Key Questions:</p> <p>How did protest songs begin?</p> <p>How do I play a chord sequence staying in time with my team?</p> <p>How do I enter a chord sequence in Bandlab?</p> <p>How do I create my own backing track?</p> <p>How do I write my own rap lyrics for my protest song?</p> <p>How do I rehearse and prepare for my performance?</p> <p>How do I perform my protest song?</p>	<p>At the start of Y9, pupils have a good base knowledge of classroom instruments, musical notation, theory and have composed, performed and appraised. Pupils also have a good base of knowledge of Bandlab and how to create music using the DAW.</p> <p>This unit aims to develop and build their knowledge of chords, TAB and rhythm. It asks them to think about the words used in songs and writing songs for a purpose.</p> <p>Pupils are taught the knowledge and vocabulary essential for chords and TAB.</p> <p><u>Theory Knowledge – all students are taught knowledge of music theory</u></p> <p>Chord: 2 or more notes played at the same time. Triad chord: 3 notes played at the same time. Number the notes from the scale and play notes 1,3 &5. 7th Chord: adds the 7th note of the scale in on top of the 3 from the triad chord. Play 4 notes at the same time. Arpeggio: a way of playing chords one note at a time going up and then down. Verse/chorus form: a structure of a song that uses only verse and chorus.</p>	<p>Pupils will be focusing on why protest songs were written. Pupils will be encouraged to think about things they would like to change about their life including investigating modern issues in the UK and world they are aware of.</p> <p>Respect – Aretha Franklin investigating women’s right.</p> <p>What About Us – Pink investigating protest at the government.</p> <p>Blinded by Your Grace – Stormzy investigating protest of Grenfell.</p> <p>Where is the Love – 9/11 terror attacks</p> <p>They don’t really care about us – Michael Jackson Tackling racism</p>

	<p>Rap: speaking over music with a rhythm.</p> <p>Chord sequence: how chords are placed one after another to create a pattern.</p> <p>Chord diagram: a way of writing down chords for instruments.</p> <p>Lesson Knowledge</p> <ul style="list-style-type: none">• Pupils understand knowledge on why protest songs are written.• Pupils understand knowledge of chord sequences on chord diagrams for piano and guitar and ukulele.• Pupils understand knowledge of rap music.• Pupils use their knowledge of rap music to create their own protest rap.• Pupils use their knowledge of bandlab to create a backing track for their protest rap.	
--	--	--