

Year 9 Music Learning Programme 4

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| <p>The LORIC skill focus for this LP is: INITIATIVE. The Moral Values foci for this LP are: INTEGRITY and GRATITUDE.</p> <p>Integrity - Having strong moral principles. I will show integrity by taking responsibility for my actions. Gratitude - Feeling and expressing thanks. I will show gratitude by saying please and thank you.</p> <p>What will I be learning about in this Learning Programme? Pupils will be learning about Britpop, exploring its origins in 1990s Britain, the cultural influences that shaped it, and the key bands that defined the movement. They will consider how Britpop contrasted with other musical trends of the time, examine its impact on British identity, and discuss why it became such a significant moment in modern music history.</p> <p>Where have I seen this learning before? Pupils will be learning about Britpop as a natural extension of the musical journey outlined in the curriculum. Britpop allows students to connect their prior learning about African Music, Blues, Jazz, Classical Music, Soul, Film Music and Protest Songs by exploring how British artists drew on these earlier traditions to create a distinct cultural identity. As they study Britpop, students can recognise how musical elements, social context, and historical influences which have already been embedded throughout Year 7 and 8—changed the genre's sound and message. This helps them deepen their understanding of how genres evolve, how music reflects society, and how contemporary styles are rooted.</p> <p>What could I use it for? Pupils could use this learning to explore another style in preparation for GCSE if they have opted for music as an option. They can also use this to further improve their analytical and performance skills. Outside of music, performing as a group is an excellent way to improve teamwork and communication.</p> | | <p>Literacy Non-Negotiables:</p> <ul style="list-style-type: none"> Capital letters must be used at the start of sentences and for the first letter of proper nouns Full stops must be used at the end of a sentence Question marks must be used at the end of a question Apostrophes should only be used for possession or omission Days of the week and months must be spelled correctly Key words must be spelled correctly Vocabulary to be taught using the Frayer model |
| <p>In LP4.1, I will know: 09/03/26 - (WK 2)</p> <p>what 'Britpop' is, its origins and how it became popular.</p> | <p>Frayer Model Words</p> <p>N/A (Assessment)</p> | <p>Homework</p> |
| <p>In LP4.2, I will know: 16/03/26 - (WK 1)</p> <p>what the key features of Britpop are and will be able to identify these in a listening task.</p> | <p>Frayer Model Words</p> <p>Melody</p> | <p>Homework</p> <p>Create a poster based on your ignition activity about Blur vs Oasis.</p> |
| <p>In LP4.3, I will know: 23/03/26 - (WK 2)</p> <p>how to combine the chords and bassline for 'Don't Look Back in Anger' and begin to analyse the lyrics.</p> <p>Extended Task.</p> | <p>Frayer Model Words</p> <p>Chord Sequence</p> | <p>Homework</p> |
| <p>In LP4.4, I will know: 13/04/26 - (WK 1)</p> <p>how to describe the key stylistic features of Britpop—such as melodic hooks, guitar-driven textures and lyrical themes—and compare these to other genres I have previously studied.</p> | <p>Frayer Model Words</p> <p>Hook</p> | <p>Homework</p> <p>Complete the genre profile for Britpop in your homework booklet.</p> |
| <p>In LP4.5, I will know: 20/04/26 - (WK 2)</p> <p>how to develop my ensemble skills by rehearsing different sections of Don't Look Back in Anger, focusing on timing, chord accuracy and confident group performance.</p> | <p>Frayer Model Words</p> <p>Catchy</p> | <p>Homework</p> |
| <p>In LP4.6, I will know: 27/04/26 - (WK 1)</p> <p>my part to 'Don't Look Back In Anger' to rehearse for a practical assessment.</p> <p>Extended Task.</p> | <p>Frayer Model Words</p> <p>Lyrics</p> | <p>Homework</p> <p>Complete the theory worksheet in your homework booklet.</p> |
| <p>In LP4.7, I will know: 04/05/26 - (WK 2)</p> <p>how to refine my performance through rehearsal, using feedback to improve fluency, expression, and accuracy to improve my performance of Don't Look Back in Anger.</p> | <p>Frayer Model Words</p> <p>Overdrive</p> | <p>Homework</p> |
| <p>Resources to support learning: Synergy resources, knowledge organiser.</p> | | |
| <p>FFET Award Challenge for this Learning Programme: Design a logo for a Britpop band. Around this, please describe the band, the types of songs they write etc.</p> | | |

PRT Task 1

PRT Task 2