

**Subject: Music**

**Year Group: 8**

<b>Time Period</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>
<b>Content</b>	<b>The Blues</b> <ul style="list-style-type: none"> <li>Improvisation</li> <li>Ensemble Blues performance of the 12 bar blues</li> <li>The historical context of The Blues</li> <li>Chords in inversion</li> </ul>	<b>Major/Minor</b> <ul style="list-style-type: none"> <li>To gain an understanding of major and minor keys, the difference between them and their role in Western Classical music.</li> <li>To know the triads in major and minor keys and how to construct them.</li> <li>To be able to identify individual instruments and instrumental ensembles in Western Classical music.</li> <li>To be able to construct a melody from the notes of given triads.</li> </ul>	<b>Reggae: One Love</b> <ul style="list-style-type: none"> <li>To understand the importance of pulse in Reggae.</li> <li>To understand the religious significance of Rastafarianism.</li> <li>To understand the structure of Reggae.</li> <li>To gain an understanding of context; occasions for which reggae was composed, instruments used.</li> <li>To be able to identify individual instruments.</li> <li>To understand the context and meaning of lyrics.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Understand and use improvisation</li> <li>Know the 12 bar blues sequence</li> <li>Play chords using good technique</li> <li>Use the sequence to create a performance</li> <li>Develop performance skills on an instrument of their choice</li> <li>Develop ensemble performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Learn Frere Jacques major and minor versions.</li> <li>Listen to Mahler 1 and identify differences and similarities to Frere Jacques. Discuss major/minor use.</li> <li>Identify instruments in Mahler 1.</li> <li>Compose music using minor and major scales.</li> <li>Learn how to play major triads and minor triads.</li> <li>Listen to and sing examples of pop songs and identify use of major and minor chords.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to examples of marches eg. One Love, Little Birds and Just My Imagination; analyse instrumentation, lyrics and tonality.</li> <li>Identify contexts of Reggae.</li> <li>Learn and perform One Love in pairs with the possibility of moving to bands.</li> </ul>

		<ul style="list-style-type: none"> <li>• Compose chord sequence using major and minor chords and a melody to be played with the sequence.</li> </ul>	
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• How do I improvise effectively?</li> <li>• What is the historical context of the Blues?</li> <li>• How do I perform the 12 bar blues?</li> <li>• How do I work effectively with my group?</li> <li>• What does a good performance look and sound like?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between major and minor chords and keys?</li> <li>• Can I recognise tonality by ear?</li> <li>• How do I work in an effective pair?</li> <li>• How can I include major and minor chords in my own music?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I work effectively with my group?</li> <li>• What makes a good performance?</li> <li>• What do I need to do to make a good performance?</li> </ul>
<b>Assessment week and content</b>	Improvisation: <b>Lesson 3</b> Performance of the 12 bar blues: <b>Lesson 6</b>	<b>Perform own composition: Lesson 5</b>	Perform One Love: <b>Lesson 5/6</b>

## --- Grow and Succeed ---

High Expectations | Mutual Respect | Quality Learning | Success for All

- Grow and Succeed -

Time Period	Spring Term 2	Summer Term 1	Summer Term 2
Content		<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• Listen to Mozart's Variations on <i>Ah Diraís-je Mamam</i>. Identify the changes and how these have been made.</li> <li>• Learn to play theme of Twinkle Twinkle.</li> <li>• Identify suitable themes for variation, considering simplicity of theme.</li> <li>• Listen to Elgar's Enigma Variations and discuss characterization through music.</li> <li>• Choose own theme and compose set of variations on theme. Perform and appraise.</li> </ul> <p><b>Revision for Summer Exam</b></p>	<p><b>Music in Advertising</b></p> <ul style="list-style-type: none"> <li>• To understand how music can enhance the impact of a visual by creating a mood or setting a scene.</li> <li>• To be able to recognise the use of timbre, texture, tonality and melodic content in jingles.</li> <li>• To be able to take part in the making of a short film / product presentation and compose music to accompany it.</li> </ul>
Skills		<ul style="list-style-type: none"> <li>• To understand the terms variation and theme and variations.</li> <li>• To know how an original melody can be changed by:  <i>adding/taking away notes</i>  <i>decorating it</i>  <i>changing the tempo, style, dynamics, voicing, instrumentation, harmony, rhythm, key</i>  <i>inverting it</i>  <i>playing it backwards</i> </li> <li>• To be able to aurally recognise change/variation.</li> <li>• To be able to create a variation or set of variations on a given theme and notate own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to examples of radio jingles and discuss in terms of timbre, texture, and melodic content.</li> <li>• Discuss use of pre-existing music such as pop songs, classical music and Minimalism in promoting products, eg. Orange, British Gas, Singstar, Eurostar.</li> <li>• Watch selection of TV adverts/ extracts of documentaries and discuss musical content.</li> <li>• Compose and perform jingle for advert. Discuss and Appraise</li> </ul>

<b>Key Questions</b>		<p>How can I change an original piece?</p> <p>Does my piece include a range of changes?</p> <p>Are my variations effective?</p>	<p>What makes effective music for advertising?</p> <p>Do specific tonalities and instruments impact effectiveness?</p>
<b>Assessment week and content</b>		<p>Performance of Variations:</p> <p><b>Lesson 4</b></p> <p>Summer Exam</p>	<p>Performance of Advert: <b>Lesson 5/6</b></p>