



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

Music

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing, and we harness this as a department to support students on their creative, happy and successful journey through school.

Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.

Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands-on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

In Year 8 students will continue their journey through music from different genres and cultures and develop their love of music. During the topic's students will continue to build their confidence in performing, listening and composing music and build upon their musical knowledge learnt in Year 7.

TERM KNOWLEDGE

AUTUMN 1

Music for Media

- Compositional techniques used in film music
- Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura)
- Playing Techniques
- Notes of the treble clef
- Notes of the bass clef
- Textures in Music
- Tempo markings
- Composing to a stimulus
- Tonality

AUTUMN 2

Music Icons

- Being introduced to some icons from the past through to present day
- Focus on artists who have made an important impact on Music throughout the 20th and 21st Centuries

SPRING 1

Hip Hop and Beyond

- International impact of Hip Hop
- Composition skills
- Mixing technology and acoustic skills.
- Composing using chords, melodies, ostinatos, rhythms
- Being introduced to music that is linked to Hip Hop (Funk, Motown, Disco, Modern rap)
- Creating own raps based on this knowledge.

SPRING 2

Decades

- Features of Pop Music
- How Pop Music has developed over the 21st century
- Development of knowledge around key pop artists
- Listening analysis of pop music
- Development of individual and paired keyboard skills

SUMMER 1

Music Around the World

- Being introduced to music from various cultures.
- Using instruments from different cultures.
- Creating pieces of music influenced by the music of different cultures

SUMMER 2

Music of the Caribbean

- Understanding characteristics of Reggae/Caribbean music
- Composing
- Notes of the treble clef
- Notes of the bass clef
- Composing using chord sequences, bass lines and melodies

SKILLS

- Understanding how to compose to a set stimulus
- Learning how to develop a composition and compose for a set mood
- Aurally identifying ornamentation and playing techniques within a piece of music
- Listening to well-known music that has been created for films / games

- Performance skills on Ukulele and keyboards
- Reading chords for ukuleles and keyboards
- Listening and Analysing music
- Arranging skills
- Singing performance skills

- Understanding the international impact of Hip Hop
- Composition skills based on chords, melodies, ostinatos, samples and rhythms
- Listening & Appraising Hip Hop music
- Creating raps

- Listening to different examples of Pop and appraising and comparing them
- Playing songs from different eras
- Learning how to perform in the styles of these songs
- Individual and paired performance skills

- Performance skills on samba drums
- Listening and Appraising the key characteristics of music from around the world with a focus on folk music
- Understanding how to compose a piece of music influenced by another culture
- Singing and looking closely at Sea Shanties

- Composition skills: chords, bass line and melodies
- Singing performance (of Reggae song/lyrics created for composition)
- Dynamics
- Compositional development techniques
- Listening and Appraising Reggae Music
- Improvisation using scales



<p>ASSESSMENT</p> <p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<ul style="list-style-type: none"> Improving composition skills Using / creating sound effects. 					
	MP1: Performance assessment	MP2: Performance assessment MP3: Keywords test	MP1: Progress Test	MP2: Performance assessment MP3: Keywords test	MP1: Performance assessment	MP2: Progress Test MP3: Keywords test
	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
	<p>Reading and Writing: Analysing an existing film composer and some of the music they have created using correct punctuation as part of home learning. Filling in Key word banks. Talk: Discussing how best to use ornaments within our Film compositions. Analysing how to aurally recognise ornaments and playing techniques in pieces of music.</p>	<p>Reading and Writing: Understanding chord diagrams and lyrics sheets. Filling in Key word banks. Talk: Verbally analysing songs. Peer and self-assessing performances of songs performed in class.</p>	<p>Reading and Writing: Understanding the key features of Hip Hop along with an in-depth reading exercise about the interesting history behind Hip Hop. Filling in Key word banks. Talk: Verbally analysing and unpicking existing Hip Hop songs. Discussing how to make best use of the features of Hip Hop to create our own piece.</p>	<p>Reading and Writing: Understanding the key features of Pop Music and how to aurally recognize it. Filling in Key word banks. Talk: Verbally analysing performances of Pop music by professional musicians and by peers.</p>	<p>- Reading and Writing: Understanding the importance of World Music in today's society along with the influence it has had on all music. Learning about the key characteristics in Music from chosen cultures through reading activities. Filling in Key word banks. - Talk: Analysing music from other countries and peer and self-assessing performances and compositions</p>	<p>Reading and Writing: Understanding the key words often associated with Reggae Music and how to aurally recognize them in a piece of music for the End of Year test. Looking at certain features in depth to be able to create a Reggae Composition. Filling in Key word banks. Talk: Learning how to communicate ideas about a Reggae music effectively through listening and appraising in the End of Year test</p>
	Contrast Create Define	Contrast Create Define	Contrast Create Define	Contrast Create Define	Contrast Create Define	Contrast Create Define
	Drone Leitmotif Ostinato	Ukulele Texture Arrangement	Scratching Sampling Back Spinning	Pop Melody Instrumentation	Samba Sea Shanty Mariachi	Syncopation Ska Reggae
	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of Film music CULTURAL: Understanding impact of film and film music throughout history BRITISH VALUES</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition of cover songs CULTURAL: Understanding historical context of music icons BRITISH VALUES</p>	<p>MORAL: The Development of Hip Hop / Inequality / Racism / Segregation PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition of Hip Hop songs</p>	<p>SPIRITUAL AND CULTURAL: UK and USA pop music and cultural context PERSONAL AND SOCIAL: Developing personal & social skills in class & through a performance BRITISH VALUES</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance and composition tasks CULTURAL: Understanding of different cultures from around the world and the</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition appraisal of different world music CULTURAL: Cultural expressions in Reggae music</p>



	Cooperation, mutual respect when composing and performing pieces	Cooperation, mutual respect when composing and performing pieces	CULTURAL: Cultural expressions of African Americans and Puerto Ricans in the Bronx that shaped Hip Hop music BRITISH VALUES Cooperation, mutual respect when composing and performing pieces back	Cooperation, mutual respect when composing and performing pieces	place music holds within them BRITISH VALUES Cooperation, mutual respect when composing and performing pieces	PERSONAL – resilience, motivation and optimism when composing BRITISH VALUES Cooperation, mutual respect when composing and performing pieces
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