

## The English Martyrs Catholic School and Sixth Form College

<u>Subject Year 8</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b><u>Topic Theme and Intent</u></b>	Pupils explore Reggae, a genre of music originating from Jamaica. Pupils will enhance knowledge of chords (both major and minor) and syncopated rhythms. They will be inspired by the music of Bob Marley and will begin to learn various pieces of music that reflect the characteristics of Reggae. Pupils will explore the music of the classical era placing this era into context amongst the other periods of music (Medieval, Renaissance, Baroque, Romantic, 20th Century). Pupils will discuss how music has developed over the 6 periods of music and will begin to appreciate how interlinked the history of music is. They will have time to study both Ternary and Rondo form and will have an opportunity to improve their composition skills.	Pupils will explore the 12 Bar Blues, a genre of music originating from North America. By the end of the module, pupils will have further explored major chords (particularly the I, IV and V), the walking bassline and will have started to improvise using the blues scale. Pupils will explore Film Music and discover the various devices and techniques that composers use to enhance a film score. Pupils will learn about a different film composer each week and, through the medium of each composer, learn about leitmotifs, Foley artists and spotting. Pupils will have, by the end of the module, put into practice composing short musical phrases and then using the elements of music to alter them.	Pupils will explore Musical Theatre, a genre of performance originating from New York, America. Pupils will explore the development of the Broadway Musical and discover the wider industry. Pupils will gain an understanding of career paths and will discover various styles of musical theatre and learn to perform a range of songs from a number of well-known shows. Pupils will explore video game music understanding the various ways in which music is used within a range of computer and video games from different times. They will be able to describe and use common compositional and performance features used in computer and video game music. Pupils will understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>• Reggae Music</li> <li>• Syncopation</li> <li>• Syncopated chords</li> <li>• Thinking of Reggae</li> <li>• Elements of music</li> <li>• Developing Performance Techniques</li> <li>• The classical Era</li> <li>• Ternary Form</li> <li>• Rondo Form</li> <li>• Ludwig Van Beethoven</li> <li>• Interleaving Performance development</li> </ul>	<ul style="list-style-type: none"> <li>• 12 Bar Blues</li> <li>• The walking Bass</li> <li>• The Birth of the Blues</li> <li>• The Blues Scale</li> <li>• Performing the Blues</li> <li>• Intro to film music: John Williams</li> <li>• Leitmotifs</li> <li>• Foley Artists</li> <li>• Spotting</li> <li>• What's the score</li> </ul>	<ul style="list-style-type: none"> <li>• The Broadway Musical</li> <li>• Storytelling through Music</li> <li>• Types of Song</li> <li>• The Mega Musical</li> <li>• The Modern Music</li> <li>• Finale</li> <li>• Exploring Character themes</li> <li>• Exploring ways to develop a character theme</li> <li>• Exploring how to compose for changes of atmosphere</li> <li>• Exploring sound effects</li> <li>• Performing computer and video game themes</li> <li>• Development of Performance skills</li> </ul>
<b><u>Skills</u></b>	Pupils will gain <b>confidence</b> and <b>control</b> when performing in a variety of styles. Within Reggae pupils will focus heavily in the development of playing <b>off beat syncopation</b> . It's important to explore classical music and music of other eras so that pupils can <b>understand</b> how, musically, we are where we are and how styles/genres develop. Pupils will <b>develop</b> skills in composition during this module and can use the knowledge they've acquired in previous modules (both in year 7 and year 8) to help them in this.	These skills are crucial to a developing musician. The ability to <b>improvise</b> over a blues scale will not only benefit the musician's performance ability, but will also develop their <b>compositional</b> skills. Pupils will begin to use a range of chords- a skill which will be <b>critical</b> in looking at 'Popular Music' in year 9. Pupils will have more freedom to <b>compose</b> and, if they opt to take Music at KS4, they will have these skills in place for the GCSE course. The knowledge gained during 'film music' is an important step in pupils being able to <b>listen, analyse</b> and <b>appreciate</b> music in places that they wouldn't usually have thought about (in this case, film)	This module is designed to <b>explore</b> different genres of music and to <b>investigate</b> and open their eyes to the 'industry' of music. Within Broadway Musical, pupils will <b>explore</b> how the industry of music does not just link to performing but the vast array of jobs that can be found within the music industry. Within Computer and Video Game Music, pupils will gain <b>confidence</b> and <b>control</b> when <b>performing</b> and <b>composing</b> . Pupils will have further opportunity to be <b>creative</b> and use their imaginations to <b>compose</b> and develop musical material.
<b><u>Literacy Links</u></b>	<p><b>Reading</b> – Pupils will read for meaning and begin to read musical notation</p> <p><b>Writing</b> – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p><b>Oracy</b> – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p><b>Reading</b> – Pupils will read for meaning and begin to read musical notation</p> <p><b>Writing</b> – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p><b>Oracy</b> – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p><b>Reading</b> – Pupils will read for meaning and begin to read musical notation</p> <p><b>Writing</b> – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p><b>Oracy</b> – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>
<b><u>Essential Vocabulary</u></b>	Syncopation, Rhythm, Chord, Major, minor, ensemble, Reggae, Classical, Renaissance, Baroque, Romantic, 20 <sup>th</sup> Century, Ternary Form, Rondo Form, Structure, Mozart, Beethoven, Schubert, Haydn	Syncopation, Rhythm, Chord, Major, minor, Blues, Improvisation, Composer, Ostinato, Score, Structure, Dynamics, Tempo, Timbre, Texture.	Book Musical, Incidental Music, Trio, Duet, Chorus, Company, Ensemble, Chromatic movement, jumping bass line, character theme/motif, chiptune, syncopation, articulation, ground theme, synthesiser

Disciplinary Reading	Reading for Pleasure
 <p style="text-align: center; font-weight: bold; margin-top: 5px;">Understanding Popular Music</p>	 <p style="text-align: center; font-weight: bold; margin-top: 5px;">Bass Culture: When Reggae was King</p>
 <p style="text-align: center; font-weight: bold; margin-top: 5px;">The Deaf Musician</p>	 <p style="text-align: center; font-weight: bold; margin-top: 5px;">Trombone Shorty</p>