

## Year 8 Music

Key: Recap/Retrieval

Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)

Cultural Capital/SMSC

Numeracy

Cross Curricular

**Rationale (with end points):** By the end of Year 8, students will have developed their knowledge and understanding of musical skills acquired in Year 7. The purpose of Year 8 is to further embed the elements of music (Dynamics, Texture, Timbre, Duration, Pitch, Tempo and Structure) in a more contextualised manner in relation to traditional and popular music. They will explore a range of different genres and musical styles from around the world that will help to develop melodic, rhythmic and harmonic skills to set them up for Year 9 and begin to sow the seeds of understanding for Key Stage 4.

Students will begin the year studying Blues and Rock Music, in which they will learn fundamentals around melodic ideas through riffs and melody lines, harmonic ideas through the introduction of primary chords, seventh chords and 12 bar blues structures and compositional ideas through the understanding of improvisation around the blues scale. The study of Blues will also give students a deeper cultural understanding of how popular music came into existence as well as how slavery impacted on the development of the music. They will also develop an understanding of how blues music influenced popular music of the 20<sup>th</sup> and 21<sup>st</sup> century and how the evolution of Blues has led to the creation of many different styles of music existing today.

For the final part of the year, students will be studying reggae music. In this unit, students will study how rhythm, chords and melodies are combined to create music. They will be studying elements of music specific to reggae music such as syncopation and one drop rhythms. Students will look at how reggae music came to be and the impact it had on other genres of music. They will study the culture around reggae music as well as notable and famous artists before applying their performance and musical skills to a group arrangement of a reggae song. The purpose of this unit is to further embed students' performance skills as well as their knowledge of musical and cultural developments of music from around the world.

Week/ Lesson	Term	Topic	Knowledge	Skills  Complex activity: Writing genre:	Reading /wider reading
1	Autumn T1	Blues and Rock Music		Apply knowledge of Blues to a research project	
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3			<ul style="list-style-type: none"><li>Understand the origins of Blues music.</li></ul>	Apply understanding of Blues riff to a class performance of '3 Note Blues'.			
4			<ul style="list-style-type: none"><li>Understand cultural and historical events that impacted on Blues music</li></ul>	Perform the 12-bar blues using the chords for the '3 Note Blues'			
5			<ul style="list-style-type: none"><li>Understand the cultural relevance of Blues and how it influenced other genres of music</li></ul>	Apply 12 bar blues structure to performance of 3 note blues.			
6			<ul style="list-style-type: none"><li>Understand what a riff is how it is used in Blues and Rock Music</li></ul>				
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11			<ul style="list-style-type: none"><li>Understand what a chord is and they are used in Blues Music</li></ul>				
12			<ul style="list-style-type: none"><li>12 Bar Blues</li></ul>				
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15			<ul style="list-style-type: none"><li>Understand how improvisation is used in Blues and Rock Music.</li></ul>				
16			<b>Spring T1 &amp; T2</b>	Reggae Music		<ul style="list-style-type: none"><li>Understand the origins of Reggae music as well as notable and famous artists/works.</li></ul>	Research into different reggae artists and create a fact file of their life and notable works they have created.
17						<ul style="list-style-type: none"><li>Understand the culture surrounding reggae music and the</li></ul>	Apply syncopation to a chord sequence and discuss the effect it has on the piece of music.
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25			<p>impact that reggae music has had on popular music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries.</p> <ul style="list-style-type: none"> <li>Understand how rhythm is used in reggae through the use of syncopated chords and one drop drum beats.</li> </ul> <p>Understand how to create a bass line for a chord sequence.</p>	<p>Apply understanding of the one drop rhythm to a practical performance.</p> <p>Perform an arrangement of '3 Little Birds' by Bob Marley, which uses the different elements of reggae music (off-beat chords, one drop rhythm, bass line and vocals).</p>	
26	<b>Summer T1</b>	Rhythms from around the world: Samba Music	<ul style="list-style-type: none"> <li>Understand how rhythm is used around the world for different contexts.</li> <li>Explore the elements of music and how they are used in the context of rhythmic works (Texture, Tempo, Structure, Timbre and Dynamics)</li> <li>Understand how historical and cultural changes have led to the development of rhythmic work from around the world.</li> </ul>	<p>Apply performance skills to class performances of Samba music as well as other musical ideas from around the world.</p> <p>Apply the principles of rhythmic music (polyrhythms, cross rhythms, call and response) to class and group performances. Explore tempo and accurate timekeeping as an important skill in an ensemble environment.</p> <p>Learn how to play different ostinatos simultaneously in a group context whilst staying in time.</p>	
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33	<b>Summer T2</b>	Orchestral Music: Program Music	<ul style="list-style-type: none"> <li>Understand how the elements of music can be used to tell a story (<b>texture, structure, pitch, dynamics, duration, timbre and tempo</b>)</li> </ul> <p>Understand the instruments of the orchestra and their timbres.</p>	<p>Listen to different instruments within the orchestra and identify them by ear. Describe how different instruments create sound and how their timbre varies.</p> <p>Compose a piece of program music set to a scene. Use all the different elements of music to explore the different emotions within the music and help tell a story.</p>	
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