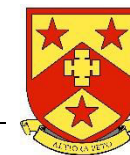


**SUBJECT: Year 8 Music (Creative Technology) - Autumn Term**



	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<b>Topic</b>	<p><b>Take Note!</b> This introductory unit focuses on conventional musical notation and its' application in all areas of music - performing, composting, listening and appraising. During the half term pupils' will learn to notate rhythm, including: Semibreve, Minim, Crotchet, Quaver and semiquaver rhythms, dotted rhythms, time signatures in simple and compound time. They will also learn the pitches in the treble clef and how they are notated using staff notation. They will be able to notate their own compositions and also read and interpret other pieces of music by demonstrating on keyboard.</p>	<p><b>Form and Structure &amp; Theme and Variation</b> Raise pupils' awareness of different forms and structures and how all music is based around a framework known as a structure. Pupils will be able to identify and explain call and response, verse and chorus and ternary form. They will compose and perform a ternary form composition in pairs. Looking at one of these structures in particular, the theme and variation structure, they will develop notational skills, as well as looking at the skills of composing, performing and appraising. <i>Things they will do:</i> Perform their compositions with increasing control of instrumental techniques. Perform rhythmic pieces with increasing instrument specific techniques. Explore and develop structural and melodic ideas when composing and performing. Analyse, evaluate &amp; compare music, communicate ideas &amp; feelings about the music using expressive language &amp; vocabulary to justify their own opinions through appraisal &amp; adapt their own musical ideas &amp; refine &amp; impose their own compositions &amp; others work. Listen to musical examples &amp; communicate opinions on the music. Identify the contextual influences upon the music heard in the module.</p>
<b>Assessment</b>	<p><b>Progress Check 1</b> <b>Approximate Date of Assessment Week Beginning: 22/10/18</b></p> <ul style="list-style-type: none"> <li>• Written test of knowledge of the components of musical notation.</li> <li>• Practical assessment of application of knowledge by reading and reproducing a notated piece of music accurately at the keyboard.</li> <li>• Musical dictation test where pupils are required to write down accurately what they hear within parameters.</li> </ul>	<p><b>MILESTONE 1</b> <b>Approximate Date of Assessment Week Beginning: 17/12/18</b></p> <ul style="list-style-type: none"> <li>• Practice, rehearse &amp; perform showing an awareness of different parts, and the role and contribution of the different members of the groups.</li> <li>• Use musical elements, devices &amp; structures in compositions.</li> <li>• Use ICT to create and manipulate sounds.</li> <li>• Listen to a range of music, both live and recorded, from all over the British Isles.</li> </ul>

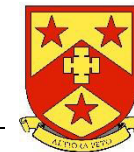


	Spring Term 1	Spring Term 2
<b>Topic</b>	<p><b>Baroque music</b></p> <p>Through the activities of this unit pupils will develop their knowledge of Baroque music. They will remind themselves of the notes of the stave, both from the treble and the bass clef. They will develop their performance, composition and improvisation skills using Pachelbel's Canon as a starting point. They will also learn the name of some composers of the time, and some types of Baroque music.</p>	<p><b>Caribbean music</b></p> <p>Through the activities of this unit pupils will develop their knowledge of Caribbean music. They will remind themselves of the notes of the stave, both from the treble and the bass clef. They will develop their performance and composition skills using Yellow Bird, Three Little Birds, as well as various other performance and listening tasks.</p>
<b>Assessment</b>	<p><b>Progress Check 2</b></p> <p><b>Approximate Date of Assessment Week Beginning: 11/02/19</b></p> <ul style="list-style-type: none"> <li>• Perform Pachelbel's Canon with increasing control of instrument specific techniques.</li> <li>• Improvise, explore and develop structures when composing and performing.</li> <li>• Analyse, evaluate &amp; compare music, communicate ideas &amp; feelings about the music using expressive language &amp; vocabulary to justify their own opinions through appraisal &amp; adapt their own musical ideas &amp; refine &amp; impose their own compositions &amp; others work.</li> <li>• Listen to musical examples &amp; communicate opinions on the music.</li> </ul>	<p><b>MILESTONE 2</b></p> <p><b>Approximate Date of Assessment Week Beginning: 08/04/19</b></p> <ul style="list-style-type: none"> <li>• Practice, rehearse &amp; perform showing an awareness of different parts, and the role and contribution of the different members of the groups.</li> <li>• Perform Yellow Bird, being increasingly aware of instrumental techniques.</li> <li>• Use musical elements, devices &amp; structures in compositions.</li> <li>• Identify contextual influences on music.</li> <li>• Use a range of activities that integrate performance, composition, listening and appraising.</li> <li>• Respond to a range of musical and non-musical starting points.</li> <li>• Work on their own and in groups.</li> <li>• Using ICT to create, manipulate and refine sounds.</li> <li>• Listen to a wide range of music, both live and recorded from different cultures (historical).</li> <li>• Demonstrate stylistic features of Reggae and Calypso music.</li> <li>• Discuss cultural and historical background of Caribbean music.</li> <li>• Evaluate own performance.</li> </ul>



	Summer Term 1	Summer Term 2
Topic	<p><b>Blues Music</b></p> <p>Through the activities of this unit pupils will be introduced to the music of the blues. They will learn about chord structure and the 12 bar blues sequence. They will perform &amp; improvise melodies over chords. Pupils' rhythmic skills will be developed, using tied and dotted notes. Pitch reading skills will also be developed and pupils understanding of the history, background and stylistic features of Jazz. Pupils will also be composing a blues song, using the 12 bar blues, riff, improvisation and words. They will also carry out singing activities to consolidate their knowledge of the blues.</p>	<p><b>Garageband/Music Technology</b></p> <p>Through the activities of this unit pupils will be introduced to Music ICT and how ICT can be used to compose Music. They will learn how people in the music industry can use samples to create a track. They will learn how to make music effective using layering of samples over one another as well as using genre specific ideas such as panning. They will compose music using a pop form structure.</p> <p>Pupil's will learn about terms used in Music ICT and put these into practice in their final practical exercise. Pupils will select specific samples to go with their own piece. They will also carry out listening activities to consolidate their knowledge of music ICT.</p>
Assessment	<p><b>Progress Check 3</b></p> <p><b>Approximate Date of Assessment Week Beginning: 20/05/19</b></p> <ul style="list-style-type: none"> <li>• Perform their Blues compositions with increasing control of instrument specific techniques.</li> <li>• Improvise, explore and develop blues musical ideas when composing and performing.</li> <li>• Analyse, evaluate &amp; compare music, communicate ideas &amp; feelings about the music using expressive language &amp; vocabulary to justify their own opinions through appraisal &amp; adapt their own musical ideas &amp; refine &amp; impose their own compositions &amp; others work.</li> <li>• Listen to musical examples &amp; communicate opinions on the music.</li> </ul>	<p><b>MILESTONE 3</b></p> <p><b>Approximate Date of Assessment Week Beginning: 08/07/19</b></p> <ul style="list-style-type: none"> <li>• Compose their pop songs with increasing control of computer specific techniques.</li> <li>• Improvise, explore and develop musical ideas when composing and performing.</li> <li>• Analyse, evaluate &amp; compare music, communicate ideas &amp; feelings about the music using expressive language &amp; vocabulary to justify their own opinions through appraisal &amp; adapt their own musical ideas &amp; refine &amp; impose their own compositions &amp; others work.</li> <li>• Listen to musical examples &amp; communicate opinions on the music.</li> <li>• Identify the contextual influences upon the music heard in the module.</li> <li>• Using ICT to create and manipulate sounds.</li> </ul>

**SUBJECT: Year 8 Music (Creative Technology)**



	<b>Topic</b>	<b>Assessment</b>
<b>Autumn Term 1</b>	<b>Take Note!</b>	<ul style="list-style-type: none"> <li>• Written test of knowledge of the components of musical notation.</li> <li>• Practical assessment of application of knowledge by reading and reproducing a notated piece of music accurately at the keyboard.</li> <li>• Musical dictation test where pupils are required to write down accurately what they hear within parameters.</li> <li>• Demonstrated using ICT to create and manipulate sounds.</li> <li>• Perform own notated compositions accurately and in theme and variation form.</li> </ul>
<b>Autumn Term 2</b>	<b>Form and Structure &amp; Theme and Variation</b>	
<b>Spring Term 1</b>	<b>Baroque music</b>	<ul style="list-style-type: none"> <li>• Perform Pachelbel's Canon accurately in parts, demonstrating the ability to play independently and with others, staying in time.</li> <li>• Compose and perform a variation based on Pachelbel's Canon.</li> <li>• Perform music in a Caribbean style, demonstrating an understanding of the genre and development of reading skills (Staff Notation)</li> </ul>
<b>Spring Term 2</b>	<b>Caribbean music</b>	
<b>Summer Term 1</b>	<b>Blues Music</b>	<ul style="list-style-type: none"> <li>• Compose a Blues song in 12 bar Blues form.</li> <li>• Improvise using the Blues scale.</li> <li>• Develop an awareness of playing music with others by working and performing as part of a group.</li> <li>• Compose a pop song using Garageband on iMac.</li> <li>• Demonstrate understanding through the composition of the genre and its' conventions.</li> </ul>
<b>Summer Term 2</b>	<b>Garageband/Music Technology</b>	