

Programme of Study for Year 8 Music

Autumn Term	Spring Term	Summer Term
Performance skills	Composing on Logic	Blues and Film Music
<ol style="list-style-type: none"> 1. Playing the Ukulele 2. The Beatles 3. Three Little Birds 4. Four Chord Songs 5. Preparing for your Performance 6. Music Performance 	<ol style="list-style-type: none"> 1. Using Logic 2. Drum Beats 3. Chord Sequences 4. Bass Lines 5. Melodies 6. Structure 	<ol style="list-style-type: none"> 1. 12 Bar Chord Sequence 2. Walking Bass Lines 3. Blues Performance 4. Leitmotifs & Drones 5. Texture and Timbre 6. Percussion and Structure
<p>Practical Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Play Am, F, G and C chords on the ukulele • Form chords on the keyboard with the correct finger positions • Form a musical ensemble to perform a song for the assessment 	<p>Practical Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Use the main functions of Logic • variations of a drum beat • Compose and record a chord sequence • Compose and record a bass line • Compose and record a melody / hook line • Structure a composition 	<p>Practical Skills</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Play the 12 bar chord sequence on the piano or ukulele • Play a walking bass line • Play the blues scale and improvise • Compose a leitmotif and create drones • Use texture and timbre build layers in a piece of music • Add percussion to build excitement in a piece of film music
<p>Key Learning Outcomes</p> <p>Students should know how to:</p> <ul style="list-style-type: none"> • To develop their ukulele skills by learning chords, practicing timing and changing between chords • Understand what makes a good musical ensemble performance including timing, accuracy and expression 	<p>Key Learning Outcomes</p> <p>Students should know how to:</p> <ul style="list-style-type: none"> • Use Logic to compose music • Understand what makes a good musical composition including melody, structure, texture and rhythm 	<p>Key Learning Outcomes</p> <p>Students should know how to:</p> <ul style="list-style-type: none"> • Recognise the key features of blues music • Understand how the musical elements can be used to create a piece of film music

<p>Rationale</p> <p>30% of the music GCSE is based on the performance skills of the students. Therefore, it is important that the students have the opportunity to learn an instrument and develop these key skills.</p> <p>In order to study music in key stage 4, the students will need to be able to play an instrument.</p> <p>Each lesson builds upon the skills learnt in the previous lesson by introducing new chords and more complex strumming patterns.</p>	<p>Rationale</p> <p>30% of the music GCSE is based on the composing skills of the students therefore this forms an important part of KS3.</p> <p>In this scheme of work students move from composing on Garage-band to Logic Pro. This prepares students well for the transition into KS4 where they will be composing in Logic Pro for their GCSE. The students develop the skills they have learnt in year 7 to create a fully formed and structured composition.</p> <p>Each lesson they will work on a new compositional skill to build up a fully formed piece of music.</p>	<p>Rationale</p> <p>The Blues</p> <p>By studying the blues and learning to play it the students increase their music theory knowledge by learning the blues scale, 7th chords and the 12-bar chord sequence.</p> <p>The students can develop their improvisation skills through making up a solo on the blues scale and develop their ensemble skills by performing as part of a band.</p> <p>Film Music</p> <p>Learning about film music is an excellent way of introducing the students to classical composers such as John Williams and Ennio Morricone. 'Star Wars' by John Williams is one of the set works that the students have to study for the listening exam.</p> <p>By building a piece of music around a leitmotif the students learn how to approach musical composition in a different way.</p>
<p>Assessment:</p> <p>Musical performance on either the ukulele or keyboard</p>	<p>Assessment:</p> <p>Composition on Logic</p>	<p>Assessment:</p> <p>Blues music performance task Film music composition task</p>
<p>Home – Learning:</p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> • Playing chords • Rehearsing for the assessment 	<p>Home – Learning:</p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> • Drum beats • Chord sequences • Melody • Structure 	<p>Home – Learning:</p> <p>Tasks are set on Firefly based upon following:</p> <ul style="list-style-type: none"> • Leitmotifs • Blues music • Rehearsing for the assessment • Finishing the composition
<p>Key words Include:</p> <p>Notation, stave, treble clef, duration, ukulele, chords, plucking, strumming, frets, rhythm, timing, expression, fluency, accuracy & tuning accuracy, bar-lines, crotchets, minims, quaver, semi-quavers & semi-breves</p>	<p>Key words Include:</p> <p>Composition, texture, melody, bass- lines, chord sequence, snare, hi-hat, bass drum, melody, structure, timing, quantise & record</p>	<p>Key words Include:</p> <p>Blues, scale, 12-bar chord sequence, improvisation, leitmotif, timbre, texture, drone, percussion & orchestra</p>
<p>Numeracy:</p> <p>Students will study numeracy through notation and note values. Students will learn that different types of notes are worth different fractions of a whole beat. For example, a minim is ½ a whole beat and a crotchet is ¼ of a whole beat.</p>		

They will study tempo and its links to BPM (beats per minute) when composing music. They will learn to count the beat in common time (4/4) to keep in time with the music.

Enrichment / opportunities to develop:

If students enjoy playing the instruments in their curriculum lessons they may join a musical enrichment club. They may attend the following:
Guitar Club / Piano Club / Drum Taster / Drum Ensemble / Band Club / Junior Choir / Ukulele Club / Dhol Club / Tabla Club

If students attend one of the clubs and show commitment and dedication they can apply to have peripatetic instrumental lessons. Lessons are available in the following instruments:
Violin / Trumpet / Guitar / Bass / Drums / Tabla / Dhol / Piano / Flute / Saxophone

As well as the enrichment clubs the students are able to use the musical facilities to practice on the instruments and work on their compositions. The music room is open at break, time and after school for students to practice. The AV suite is open at lunch times and after school on a Wednesday for students to work on Garage-band.

Students are encouraged to take up the many performance opportunities within the school year including the Christmas Concert and School Musical as well as smaller Friends & Family Concerts.

Cultural Capital (including careers, WRL and SMSC):

Students are encouraged to listen to music from a wide range of composers in different styles of music. By studying blues and film music the students can gain wider appreciation of different musical genres. Learning about film music is an excellent way of introducing the students to classical composers such as John Williams and Ennio Morricone. Students also study the routes and history of blues music.

The students will develop their ability to work as part of a team as they are required to perform as part of an ensemble. The ensembles will be required to work on their timing, interpretation and musicality by listening to each other. Therefore, they will have to work together productively and effectively if they want to have a successful performance.