Programme of Study for Year 8 Music

Autumn Term	Spring Term	Summer Term
Blues Performance skills/ singing 1. Intro of blues 2. Blues scale 3. 12 bar structure in C major 4. Improvisation from blues scale 5. Singing skills 6. Singing in two parts	**Harmony and Chords/Composing on Logic** 1. Using Logic 2. Drum Beats 3. Chord Sequences 4. Bass Lines 5. Melodies 6. Structure 7. Chords playing on keyboard, ukulele, primary chords and secondary chords	**African drumming / Minimalism** 1. Bass, tone, slap, flam 2. Call and response 3. Kuku performance 4. Background of African drumming 5. Logic Pro 6. Minimalism 7. Composers and features.
Practical Skills Students should be able to: • Understand the background of blues • Be able to play blues scale • 12 bar structure in C major • Improvisation from blues scale • Be able to sing in two parts	**Practical Skills** Students should be able to: • Use the main functions of Logic • variations of a drumbeat • Compose and record a chord sequence • Compose and record a bass line • Compose and record a melody / hook line • Structure a composition • Keyboard intermediate • Ukulele intermediate	**Practical Skills** Students should be able to: • Play African drumming understanding bass, tone, slap and flam • Play a group performance on the djembe • Compose a piece of minimalist music.
Key Learning Outcomes Students should know how to: • To develop their keyboard skills by be able to play blues scale, 12 bar structure, improvisation from blues • Be able to sing in two parts (polyphonic)	**Key Learning Outcomes** Students should know how to: • Use Logic to compose music • Understand what makes a good musical composition including melody, structure, texture and rhythm • Use keyboard, ukulele, singing skill, bass line for an ensemble	**Key Learning Outcomes** Students should know how to: • Recognise the key features of African Drumming. • Understand how the musical elements can be used to create and enhance a composition.

Rationale 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. In order to study music in key stage 4, the students will need to be able to play an instrument. Each lesson builds upon the skills learnt in the previous lesson by introducing new knowledge such as blues scale, 12 bar structure, and improvisation.	**Rationale** 30% of the music GCSE is based on the composing skills of the students therefore this forms an important part of KS3. In this scheme of work students move from composing on 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. Each lesson they will work on a new compositional skill to build up a fully formed piece of music. By the end of band project, students be able to present ensemble performances and be able to play keyboard, ukulele, djembe, and singing.	**Rationale** **African Drumming** The students can develop their improvisation skills through making up a rhythmic pattern on the djembe. They will develop their ensemble playing through group work, working together to implement different features of west African drumming into their performance. **Minimalism** Learning about the key features of minimalist music and being able to transfer this knowledge into a minimalist composition using Logic Pro.
Assessment: Musical performance on either the keyboard, singing in two parts	**Assessment:** Composition on Logic, band performance	**Assessment:** African drumming performance task Minimalism composition task
Home – Learning: Tasks are set on SIMSbased upon following: • Playing blues • Rehearsing for the assessment • Singing • Playing 12 bar blues • improvisation	**Home – Learning:** Tasks are set on SIMS based upon following: • Drum beats • Chord sequences • Melody • Structure	**Home – Learning:** Tasks are set on SIMS based upon following: • African drumming • Minimalism • Finishing the composition
Key words Include: Early blues, Delta blues, Chicago blues, improvisation, scale, 12 bar structure, Walking bass, inhale, exhale, diaphrgm, two parts, call and response, lyrics AAB,	**Key words Include:** Composition, texture, melody, bass- lines, chord sequence, snare, hi-hat, bass drum, melody, structure, timing, quantise & record	**Key words Include:** Bass, tone, slap, flam Call and response Melody, articulation, Dynamics, Texture, Structure, Harmony, instrumentation, Rhythm, Tempo and Time, minimalism, cell, addition, subtraction, layering, displacement.
Numeracy:		

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.

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 develop a passion for playing musical instruments through their curriculum lessons, they are welcome to join a range of musical enrichment clubs. These clubs offer opportunities to further their skills and explore new instruments, including:

- Guitar Club
- Piano Club
- Drum Taster / Drum Ensemble
- Band Club
- Junior Choir
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Students who show commitment and dedication in these clubs may apply for peripatetic instrumental lessons, which provide focused, one-on-one instruction. These lessons are an excellent opportunity for students to refine their abilities, but please note that these instrumental lessons may require an additional cost. Instruments available for lessons include:

- Guitar
- Bass
- Drums
- Piano
- Flute
- Saxophone

In addition to the enrichment clubs, students can use the music facilities to practice and work on their compositions during break, lunch, and after school. The AV suite is also open on Wednesdays for those interested in using GarageBand.

Students are encouraged to showcase their talents through a variety of performance opportunities throughout the year, including the Christmas Concert, School Musical, and 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.