

Long-term planning

Music - Year 8

Year 8 Themes	DAW technology - Film Music (C) (L)	Improvisation, structure, chords, notation - Blues (P) (L) (C)	Chord cycles – Ukulele performance (P) (L)	Major & Minor chords, Rhythm, notation, Popular Music – Beatles (P) (L)
Students will build on the skills, knowledge and understanding acquired in year 7 and at KS2. They will continue to read treble clef notation, improvise new musical ideas, and express themselves using the elements of music. The curriculum will DEVELOP their musical understanding by introducing more complex rhythmic phrases and	Students will know that			
	Students will be able to identify and explain the importance of music in film. They will be able to analyse, compare and contrast different film genres. Students will know that film composers use a range of techniques to compose their music and they will apply this knowledge to their own film music composition.	Students will know the social, historical and cultural context of the Blues Movement. They will be introduced to the Blues Scale and the 12-bar blues chord sequence in the key of C. Students will build on their notation reading introduced in year 7. Students will be encouraged to perform with both hands. They will make links between context and the sound of the music. By listening to songs, they will be able to identify key features and recognise these in their performance.	Students will know and understand the chord conventions of popular music. They will know that pop music uses cycles of 4 chords. They will know that a chord is made up of 3 notes. Students will know that chords can sound different dependent upon their construction (major/minor). Students will know that popular music stems from the Blues.	Building on the chord cycles used on the Ukulele, students will use this knowledge and transfer it to the keyboard to progress their skills further. Students will embed their aural recognition of the sound difference between major and minor chords and in addition, they will know that the construction of a minor chord is different to a major because of the intervals used. Songs by the Beatles are used to underpin this understanding.
	Students will know how to			
	Students will know how to use the elements of music and different composition techniques to create music in different moods. They will know how to use Garageband DAW to facilitate their composition. They will know how to experiment with sounds to create original ideas. They will time their creative ideas to fit a film scene. Students will know how to aurally recognise compositional techniques, characteristics and instruments used in film music.	Students will know how to construct a chord, and which notes are used to play the C, F & G chords. They will know how to play the 12-bar blues chord progression. They will know how to play the chords and melody to a blues song on the keyboard using the correct technique. They will know the notes of the C blues scale and how to use these to improvise a solo. Students will know how to create an improvised melody.	Students will know how to correctly tune and hold a ukulele and use a plectrum effectively. Students will know how to perform the primary chords in the key of C. Some students will know how to play more complex chords. Students will know how to perform basic strumming patterns in time to a steady pulse. Some students will be able to perform more complex strumming patterns with syncopated rhythms.	Students will know how to construct a minor chord in comparison to a major chord by using different intervals of notes. They will know how to perform minor chords using the keyboard with correct technique and in time to a steady pulse. Students will know how to play Beatles songs which use both major and minor chords. Students will know how to perform the melody in the right hand whilst also playing the chords in the left hand.

<p>understand the conventional symbols associated with this, they will be introduced to chords and sequences, using music technology to compose and performing the keyboard with two hands. Students will be given the opportunity to work as a group as well as individually when composing, listening and performing. They will continue to develop their understanding of the elements of music within a variety of</p>	Vocabulary and the concepts they link to			
	Dynamics, Duration/Rhythm, Pitch/Melody, Tempo, Timbre, Texture, Ostinato, Sequence, Chord Cluster, Pedal,	Improvisation, Chords, Tempo, Blues, Slavery, Blues Notes, Syncopation, Pitch, Rhythm, Notation, keyboard notes,	Ukulele, primary & secondary chords, pulse, rhythm, syncopation,	Major, Minor, Chords, Intervals, Notation, Syncopation, keyboard notes.
	Assessment			
	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their film Composition (C) at the end of the project. They will also complete a film music listening and appraising (L) assessment. Progress will be assessed based on their creative ideas, their effective use of elements and composition techniques to produce a musical composition.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their Blues performance (P) at the end of the project. They will also complete a blues music listening and appraising (L) assessment. Progress will be assessed based on their ability to perform accurately and fluently using the correct technique.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their ukulele performance (P) at the end of the project. Progress will be assessed based on their ability to perform accurately and fluently using the correct technique.	Students will be able to reflect on their progress through verbal and peer feedback given during lessons. They will get a mark for their keyboard performance (P) at the end of the project. Progress will be assessed based on their ability to perform accurately and fluently using the correct technique.
	Diversity & development of cultural capital			
	Understanding the instruments and different timbres an orchestra can produce through listening to different film music genres. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.	Understanding the slave trade, how blues music helps to form the history of music, exposure to listening to different genres of music. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.	Popular music, History of how popular music develops from Blues. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.	Continuation of the history of popular music and the impact the Beatles played on its development through the exploration of new ideas, concepts and recording techniques. Understanding how the Beatles incorporated other world music, for example Indian instruments. Music identification and analysis. Reflection and refining of technical skills. Collaborative working. Evaluation of self and peer work.

historical contexts and genres, which will help students gain confidence when exploring their own compositional ideas.	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment	Cross-curricular opportunities and enrichment
	Links to English, IT. Opportunity to perform film themes on the keyboards. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public.	History, Popular music, song writing, Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public.	Popular music & song writing. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public.	Co-curricular visit to the British Music Experience, Liverpool. Students are provided with further opportunities to progress outside of the classroom either through a co-curricular music club or an individual instrument lesson. Pupils are offered opportunities to perform in public.