Swanwick Hall School Long Term Planning

Year 8 Music

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| Learning cycle | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| 1  Read and Play  5/9/22 – 21/10/22 | Identification of instruments and how they have developed - Baroque to the classical period. Ground Bass and parts from a musical ‘CANON’. | learning other parts – rearranging them to complement the Ground Bass. Use of the keyboard record facility and exploration of music timbres. | Change of musical elements – REMIX. Listening to other arrangements in different styles | Know how to my structure a piece of music  Structure planned – written down. Sequencing parts using the record facility. | Improvising a melody line to accompany the Ground Bass. | ***checkpoint week***  Rehearsal – development using grade descriptors  Recordings in music studio and yellow assessment sheets | ***gap week*** |  |
| 2  Film Music  31/10/22- 22/12/22 | Jaws theme – musical elements listening. What is a leitmotif? Students can review using key musical terminology fluently | What do the Leitmotifs of James Bond tell us about his character?  Leitmotifs discussion. Composition brief given. | What musical timbres are appropriate for an action movie?  Be able to sequence my own title track | What musical elements would work for a ‘Robot that wants to take over the world?’ | Sequencing using record facility  Binary, ternary, ritornello, Call and response, pop-song structure | In what was do I develop my composition? | ***checkpoint week***  Recordings and yellow assessment sheets  ***Recordings on IPad*** | ***gap week*** |
| 3  Jazz and Blues  9/1/23 – 3/3/23 | Historical facts through listening and ‘Remember It’ game. Learning 3 chords – how to construct a chord on a keyboard instrument | Structure of 12 Bar Blues, played in time with backing track? | Know what a Blues scale is in same key as the chords  Be able to improvise using a Blues scale | Lyric/vocal structure. Class vocals and incorporate in own piece | How do I make my Blues song unique? | ***checkpoint week***  Performances and yellow assessment sheets.  ***Recordings using IPad*** | ***gap week*** |  |
| 4  World Music  6/3/23 – 12/5/23 | Be able to recognise the traditional instruments of Native America  Be able to perform an ostinato alongside a traditional Native American piece of music | Chinese music sounds like and how to recognise it  To know what a pentatonic scale is  Know how to play a traditional Chinese fishing boat song/Compose my own | To recognise Calypso music and know where it came from  To know how to play a well-known Calypso song in time | Be able to describe or demonstrate bass, tone and slap on a Djembe drum.’  Be able to perform your part alongside other members of your group, maintaining the beat in time.  Reflect upon the ‘aural tradition’ and how you can take part in music. | Be able to recognise Call and response, ostinato, cross rhythms through African drumming and singing vocals to ‘Wimmoweh’ | In your groups plan and prepare for your ‘live’ performance next lesson  What makes a successful ensemble? | ***checkpoint week***  Live recordings and yellow assessment sheets | ***gap week*** |
| 5  Popular Music  15/5/23 – 3/7/23 | Identification of musical genres, decades and famous artists. History of the Beatles and performance of ‘Yellow Submarine’ – using an appropriate VOICE setting. | Sequencing of ‘Yellow Submarine’, VOICE and STYLE settings. Assessment of paired performance and sequencing | Be able to recognise that ‘ROCK’ Music contains lots of sub-genres of music for several musical decades. Know what a musical RIFF is. Be able to perform a number of Rock Riffs and perform at least one of them alongside the class in a ‘LIVE’ performance. | Know at least three stylistic features of REGGAE music. Be able to sing with growing confidence the chorus line of ‘ONE LOVE’ by Bob Marley – using syncopated rhythms. Be able to perform the ‘HOOK’ Riff from ‘3 little Bids’ using an appropriate VOICE setting | What makes a successful performer? /’LIVE’ performance? | ***checkpoint week***  Final performance, teacher assessment and recordings using the Music department iPads. Yellow assessment sheet completion | ***gap week*** |  |