



Year 8 Music Curriculum Plan

	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
<i>Autumn Term 1: Minimalism</i>	<p>What is the philosophy behind the minimalist style?</p> <p>How can we gradually develop a composition?</p> <p>What is a pentatonic scale?</p>	<p>Students will investigate Minimalism as a musical genre, and relate it to Minimalism in other platforms: Art/Design/Ideology etc. They will listen to and explore examples from key composers and use this knowledge to inform their own group composition. They will further develop their understanding of texture, structure, melody and harmony.</p>	<p>COMPOSITION FOCUS</p> <p>Group composition with individual assessments based upon ideas and application, and authenticity of style.</p> <p>Individual assessments based upon role in creation and/or performance.</p> <p>Ongoing targeted assessments regarding compositional language and key terms – through HLQ.</p>	<p>SMSC – Consider for social and historical context in which the music was composed</p> <p>Numeracy – use of pentatonic scales, composing within 16-beat phrases, construction of chords.</p> <p>ICT- all homework completed on online platform Edmodo</p>	<p>https://www.youtube.com/watch?v=qu9q71f1KhM</p> <p>https://www.youtube.com/watch?v=IzkOFJMI5i8</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/music/music_20th_century/reich1.shtml</p>



<p style="text-align: center;">Autumn Term 2: Beethoven</p>	<p>Who was Beethoven and what were his accomplishments?</p> <p>What were the key differences between Classical and Romantic music?</p>	<p>Students will explore and identify key aspects of Beethoven's young and adult life, and be able to account for the experiences that informed the way he composed. Students will listen to, practice and learn to play one of Beethoven's most famous pieces in pairs or as a solo. They will further develop their knowledge of Italian terminology, music history and practical ensemble skill.</p>	<p>PERFORMANCE FOCUS</p> <p>A solo or paired performance of either Ode to Joy or Fur Elise (3 versions of differing level of challenge) which will be presented to the class.</p> <p>Online Home Learning quizzes which examine students' individual knowledge of historical context and key musical vocabulary.</p>	<p>SMSC – Consider for social and historical context in which the music was composed</p> <p>Numeracy – Counting, subdividing rhythms, staying in time for performances</p> <p>ICT- all homework completed on online platform Edmodo</p>	<p>http://www.classicfm.com/composers/beethoven/guides/beethovens-life-timeline-part-1/</p> <p>http://www.biography.com/people/ludwig-van-beethoven-9204862</p>
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<p><i>Spring Term 1: Spanish Music</i></p>	<p>What roles to different voices play in Opera?</p> <p>What are the key features of Spanish or Latin music?</p> <p>What are and how can you create Polyrhythmic music?</p>	<p>Students will watch scenes, read and analyse the story of Carmen – Bizet’s famous Opera. They will consider the skills needed to be an opera performer.</p> <p>Students will identify and appraise the Spanish features of the music, as well as other Latin music examples.</p> <p>Students will use this knowledge to inform a group composition designed to emulate a Spanish dance.</p>	<p>COMPOSITION FOCUS</p> <p>Students will compose in groups using a set structure and criteria to fulfil. Individual roles in the creativity process, in addition to performance outcome will be assessed.</p> <p>Criteria includes the successful division into contrasting sections, use of chords and a Phrygian mode – syncopation and polyrhythm – appropriate choice in instruments and use of any other relevant musical device or expression.</p> <p>Students will also complete online quizzes to assess their knowledge of Opera.</p>	<p>SMSC – Consider for social and historical context in which the music was composed</p> <p>Numeracy – Counting, subdividing rhythms, staying in time for performances</p> <p>ICT- all homework completed on online platform Edmodo</p> <p>Literacy: Reading the synopsis, key terms and language specific to Opera.</p>	<p>Scene from Carmen https://www.youtube.com/watch?v=KJ_HHRJf0xg</p> <p>Synopsis overview https://www.youtube.com/watch?v=1UoFqwgHhdM</p> <p>Story of Carmen http://www.roh.org.uk/production/s/carmen-by-francesca-zambello</p>
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<p style="text-align: center;"><i>Spring Term 2: Reggae</i></p>	<p>What are the key musical features of Reggae?</p> <p>Why was Bob Marley significant to Reggae's global popularity and the progress made in challenging racial inequality?</p> <p>How do you construct and perform off-beat chords?</p> <p>What is a riff?</p>	<p>Students will learn to sing and perform two popular reggae songs by Bob Marley – preparing performances both in groups and as a pair/solo on keyboard. They will learn key chords, riffs and ostinato.</p> <p>Students will listen to and appraise modern uses of Reggae stylistic features.</p> <p>Students will investigate Bob Marley's life and significance to music and the civil rights movement.</p>	<p>PERFORMANCE FOCUS</p> <p>A group performance of Three Little Birds which features students playing independent parts – encouraging pathways to accessing the higher group performance levels.</p> <p>A solo or paired performance of Buffalo soldier – containing, chords, melody, extensions and opportunities for improvisation.</p> <p>Online Home Learning quizzes which examine students' individual knowledge of Bob Marley's life and the key features and history of Reggae music.</p>	<p>SMSC – Consider for social and historical context in which the music was composed</p> <p>Numeracy – Counting, subdividing rhythms, staying in time for performances</p> <p>ICT- all homework completed on online platform Edmodo</p>	<p>Reggae history https://www.britannica.com/art/reggae</p> <p>One Love music video https://www.youtube.com/watch?v=1PDdCmJ84LI</p>
<p style="text-align: center;"><i>Summer Term 1: Popular Music</i></p>	<p>How do we define popular Music?</p> <p>How has popular music changed over time?</p>	<p>Students will learn to sing and play 'Eye of the Tiger' individually and then in small bands.</p> <p>Students will research popular music and trends over time</p> <p>Students will learn to write lyrics and chord sequences to compose their own songs in groups.</p>	<p>PERFORMANCE AND COMPOSITION FOCUS</p> <p>A group performance of Eye of the Tiger which features students playing independent parts – encouraging students to play pathway-appropriate parts</p> <p>A group composition of a verse and chorus</p> <p>Online homework submission</p>	<p>SMSC- Study of Music over time and how it has developed with societal influences</p> <p>Literacy- Lyric writing with guidance</p> <p>Numeracy- Structuring the songs, counting bars, beats and syllables</p> <p>ICT- all homework completed on online platform Edmodo</p>	<p>Eye of the Tiger YouTube Video: https://www.youtube.com/watch?v=btPJPfnesV4</p> <p>Comprehensive song writing advice from Radio 2: https://www.bbc.co.uk/radio2/sol-donsong/guide/index.shtml</p>



<p>Summer Term 2: West Side Story</p>	<p>What is Music Fusion?</p> <p>How are Opera and Musical theatre similar?</p> <p>Why was the music of WSS ground-breaking?</p>	<p>Students will explore West Side Story across the CP faculty. Within music they will focus on identifying the different features of Jazz and Spanish influences on Bernstein's score.</p> <p>They will explore information about Musical Theatre as a genre and listen/appraise from examples.</p> <p>Students will work individually to learn 'America' and perform as a class orchestra.</p>	<p>PERFORMANCE FOCUS</p> <p>Students will perform America, a piece in compound time (higher level) – choosing from different parts: They will be assessed on harmony, melody, chords, inversions and improvisation (extension)</p> <p>Students will complete online quizzes as part of their home-learning to assess their understanding of Music Fusion and West Side Story.</p>	<p>SMSC – Immigration, segregation, culture and conflict.</p> <p>Numeracy – Counting, subdividing rhythms, staying in time for performances</p> <p>ICT- all homework completed on online platform Edmodo</p> <p>Literacy;-Reading the synopsis, key terms and language specific to Musical Theatre</p>	<p>Strictly Come Dancing https://www.youtube.com/watch?v=TIMimzEea38</p> <p>Leonard Bernstein http://www.history.com/this-day-in-history/bernsteins-west-side-story-opens</p>
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