

INTENT-

- To build up an understanding of the Musical elements, including the relevant musical terminology, to allow students to listen critically to a range of music.
- To develop solo and group performance skills using a range of instruments and vocal skills.
- To introduce students to music across a range of historical and cultural contexts to develop understanding of how music has developed.

The Bigger Picture:

Link to History: History of Popular Music and Culture – Most explicit in the 12 Bar Blues and the links to slavery.
Links to Geography: Study of Africa in the Introduction to Music and then further developed in African Drumming – studied in Geography in Year 9.
Link to Drama: Carnival of the Animals uses analysis of character in the music.
Links to Dance: Looking at how the music works with the cultural dances.

**Bilton School Planning for Progress over Time
 Year 8 Music
 Programme of Study 2020/21**

- 1 Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices
- 2 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- 3 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- 4 Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- 5 Listen with increasing discrimination to a range of music from composers and musicians
- 6 Develop an understanding of the music that they perform and listen to, and its history.

IMPLEMENTATION

	Term 1 Introduction to Music								Term 2 Four Chord Songs							Term 3 Video Game Music						Term 4 Carnival Of The Animals						Term 5 African Drumming						Term 6 12 Bar Blues						
KS3	31/8/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/1/20	2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21
Year 8	Introduction to Rhythm Creating A Performance Creating own Rhythms/Leadership Skills Baseline Assessment Music of Africa Music of Brazil: Samba Final preparations and Rehearsal Performance Assessment								Reflection on African Music Learning song structure – Four Chords Working with Ukuleles and Performance skills Composing own song – using four chords Performing songs – feedback Performance Assessment Expanding Performance Techniques							Reflecting on Body Percussion & Ukulele Music of Super Mario Bros. Music of Legend of Zelda Music of Minecraft – Start composing Composition Continued Submission of Composition Work						Revisiting the Musical Elements How different timbres work Creating Animal Composition Expanding Musical Ideas/Finishing Ideas Final Submission Reflection on Learning – Elements Test						Significance of Drumming The Importance of Using Rhythm Group Performances - Feedback Call and Response - Development Final Rehearsal and Preparation Performance Assessment						Connection with African Music – Introduction to the Blues Basics of the Blues - Structure Composing own Blues song Listening Test – Blues Music Rehearsal and Preparation Final Performance Reflection on Learning - Music test						
Progress and assessment	Formative Assessment – Week 4 (Baseline) and 8								FAR Reflection – Week 1 Peer Assessment – Week 5 Formative Assessment – Week 6							FAR Reflection – Week 1 Self Assessment – Week 5 Formative Assessment – Week 4 Listening Assessment and Week 6 Performance Assessment						FAR Reflection – Week 1 Peer Assessment – Week 4 Formative Assessment – Week 6						FAR Reflection – Week 1 Peer Assessment – Week 3 Formative Assessment – Week 6						FAR Reflection – Week 1 and 7 Self Assessment – Week 3 Formative Assessment – Week 5 and 6						
Homework	Week 1 – Rehearsing parts for Performance Week 6 – Create a fact sheet on Samba or African music								Week 3 – Write song lyrics Week 5 – Complete listening question sheet							Week 4 – Complete composition idea sheet Week 6 – Complete fact sheet on Video Game Music						Week 3 – Complete Animal Composition sheet Week 6 – Revise all Musical Elements ready for test						Week 1 – Complete reading sheet ready for quiz following lesson Week 5 – Rehearse rhythms						Week 1 – Compose lyrics for a blues song Week 5 – Complete fact sheet on Blues music						
Key Vocabulary/literacy opportunities	Key Vocab – Rhythm, Listening, Performance, Composition, Percussion, Musical Elements 1.1 Developing active listening skills 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts 8.3 Improving vocabulary for precision and impact								Key Vocab – Chords, Chorus, Verse, Bridge, Ukulele, Structure. 3.2 Taking roles in group discussion 8.3 Improving vocabulary for precision and impact							Key Vocab – Looping, Sequencing, Theme, Composer, Genre, Leitmotifs 2.2 Using and adapting the conventions and forms of spoken texts 3.2 Taking roles in group discussion.						Key Vocab – Rhythm, Timbre, Pitch, Tempo, Structure, Duration, Texture, Saint-Saens, Word Painting 3.2 Taking roles in group discussion. 8.3 Improving vocabulary for precision and impact						Key Vocab – Polyrhythms, Texture, Call and Response, Dynamics, Tempo 8.1 Developing viewpoint, voice and ideas 8.3 Improving vocabulary for precision and impact						Key Vocab – Improvisation, Syncopation, Blues, Rhythm, Call and Response 2.2 Using and adapting the conventions and forms of spoken texts 3.2 Taking roles in group discussion.						
Connected knowledge	C&C – Culture – Discussion of the cultural context behind African and Samba music – celebrating the music and tradition of these cultures. 5 Listen with increasing discrimination to a range of music from composers and musicians 6 Develop an understanding of the music that they perform and listen to, and its history.								C&C – British Values – Developing student respect for one another’s opinions on music through exploring a range of genres and styles. Links to English – Using skills from creative writing and language analysis when writing song lyrics. 3 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 6 Develop an understanding of the music that they perform and listen to, and its history.							Links to Tech: Students explore the use of technology and music – including how music is created in games. 5 Listen with increasing discrimination to a range of music from composers and musicians 6 Develop an understanding of the music that they perform and listen to, and its history.						C&C – Diversity – Celebrating the differences between the characters C&C – Culture – Linking the different animals explored to their cultural background. Links to Drama – Looking at character analysis in the exploration of the animals. 2 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 4 Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.						C&C – Culture – Developing understanding of the cultural background of African Music and the influence upon contemporary music styles. Links to Geography – Students study Africa in Year 9 in Geography. 2 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 6 Develop an understanding of the music that they perform and listen to, and its history.						C&C – Diversity – Links to the slave trade and how the music developed from the protest songs. Links to History – Study of African Migration in Year 9 History. 1 Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other devices 3 Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions						

IMPACT: Throughout the year students will have had the opportunity to learn a range of music styles and genres from across a variety of historical and cultural contexts, allowing them to apply their understanding to music throughout history and also their own personal choice of music. Their understanding of musical elements and terminology will also be developed and they will be able to apply this when listening to music. They will have developed skills in group work as well as building their confidence as a solo performer. Those taking Music to KS4 will have had opportunity to work with the technological aspects of the subject that are a vital part of the BTEC Music course.