

2015 - 2016 Curriculum Overview

Music

Year 8

Within each Area of Study students will be encouraged to choose their own specialisms with regard to Piano, Guitar, Vocals, ICT or any other specialism they have.

	Area of Study	What will All students learn?	What will the most able students learn?	What skills are developed and assessed?
Terms 1,2 and 3 on a rota	<p><u>Making Connections</u></p> <p>This unit explores the ways in which improvisation both rhythmic and melodic, has remained a strong feature within a wide range of musical styles, genres and traditions. It also explores some interesting scale patterns through listening, improvising and performing activities.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> identifying and exploring the use of musical devices in improvisation improvising melodic and rhythmic material within given structures showing awareness of their own contribution to an ensemble, such as taking a solo part and providing an accompaniment analysing and comparing the musical features of a variety of different styles that explore improvisation. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> identifying and exploring the processes involved in different styles of improvisation improvising in different styles using appropriate musical devices and making expressive use of the elements showing detailed awareness of the role of improvisation within an ensemble, and of the structures that support it analysing, comparing and evaluating different styles of improvisation with reference to their context. 	<p>Performing: improvisation and ensemble performing skills.</p> <p>Composing: improvisation and accompaniment within a variety of genres and styles.</p> <p>Listening and appraising: appreciation of some of the key features of improvisation in African, Chinese, Indian and Blues music.</p>

<p>Term 4</p>	<p><u>Going Solo</u> This unit explores: solo performance in different contexts; the interplay between soloist and accompanying musicians; and some of the musical structures that support solo performance.</p>	<p>Most pupils will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • using musical devices (e.g. call and response, interplay between soloist and ensemble, melodic decoration) in their own performances • performing significant independent parts and showing awareness of their own contribution to an ensemble such as supporting others or taking a solo part • analysing and comparing the musical features of a variety of different extracts of music that explore the role of the soloist 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • showing awareness of how a range of musical devices can be used to support and develop solo performance in a range of different contexts • performing with expression and fluency, and making subtle adjustments to make their own part "t within a musical performance as soloists and accompanists • analysing, comparing and evaluating how different solo performances • reflect the contexts in which they were created, performed and heard. 	<p>Performing: pupils will develop ensemble skills as both soloists and accompanists. Composing: pupils will have opportunities to create their own solos above backing tracks and accompaniments, and to compose an extended piece in rondo form. Listening and appraising: pupils will develop an appreciation for the key features of solo/ accompaniment roles through listening to a variety of extracts.</p>
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Term 5

What makes a good song?

This unit explores memorable melodies, hooks and riffs; verse, chorus, bridge and middle 8; structures: mood, atmosphere and melodic shapes that reflect the meaning of songs, lyrics and/or the drama of a stage musical.

Most pupils will demonstrate their knowledge and understanding by:

- describing the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary
- performing independent parts of well-known songs on their own and in an ensemble
- composing a simple riff and a melody complete with lyrics
- using a set of criteria to appraise their own and others' work.

Some pupils will have progressed further and will demonstrate their knowledge and understanding by:

- analysing and describing the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs
- performing independent parts of well-known songs with expression and sensitivity to other parts, taking a lead in an ensemble
- Fluently composing interesting riffs and melodies with lyrics and arranging and performing them within a suitable structure
- making perceptive judgements about their own and others' work and suggesting ways of refining musical ideas, using appropriate vocabulary.

Listening: identifying riffs, outros, intros and how a song has been put together.

Composing: creating their own parts of a song and putting these together in an end of unit performance.

<p>Term 6</p>	<p>Reggae This unit explores: Identifying, exploring and making creative use of musical devices found in reggae music.</p>	<p>Most pupils will demonstrate their knowledge and understanding by: performing with awareness of their own role in a group and sensitivity to the music</p> <ul style="list-style-type: none"> • improvising and composing riffs and bass lines that show an understanding of how the layers in reggae music are built up • responding to a variety of listening tasks using an appropriate technical vocabulary and showing some awareness of cultural issues influencing reggae music • using appropriate notations accurately to record or develop their work. 	<p>Some pupils will have progressed further and will demonstrate their knowledge and understanding by:</p> <ul style="list-style-type: none"> • performing with confidence and fluency, responding to other group members and showing an awareness of stylistic elements • improvising and composing music that demonstrates a clear understanding of the musical conventions in reggae music • responding to a variety of listening tasks, demonstrating a secure and varied musical vocabulary and good awareness of cultural issues influencing reggae music • making extensive use of a range of notations to plan, record and review their ideas. 	<p>Performing: vocal and instrumental parts in reggae music. Composing: making up riffs and bass lines that include features of reggae music; arranging musical ideas for group performance.</p>
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