



# Long Term Plan Year 8 Music

Subject driver: Every hour a Musical Experience, exploring with awe and wonder

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which **all** students can participate. We work to develop **skills, knowledge** and **understanding** through a wide **variety** of practical musical experiences which will also allow students to explore **social, moral, cultural** and **spiritual** understanding through **experiential learning** whilst building **cultural capital**.

This will apply for Year 7

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconcep- tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	The elements of music and	<b>An introduction to the elements of music and their effects on the construction of music at a basic level</b>	Baseline Music Assessment	Exploration of music in different genres	The differences between organs and pianos aurally and tempo and fast rhythms.	Ks1/2 work on the elements of music, performance and composition.	Analytical listening skills	Questions related to notation and listening analysis requiring structured answers		Musical Contexts	
1 or 2	Dance Music	<b>To be able to play a dance music piece accurately and in time</b>  <b>The characteristics of different EDM</b>	Exploring instrumental technique  Developing skills and	Exploring works of Dance music composers	Confusion over repetition of notes on the keyboard and stave -	Some basic rhythm notations should have been experienced  Many of our students have worked with	Performance skills  Development of instrumental technique.  Musical context of repertoire	. Repertoire can be extended for individual students if required.  More advanced theory is available as	Performing as a soloist and giving and receiving constructive criticism in peer feedback.	Musical Contexts  MOBO  Experiencing excellent quality dance	Skills as a performing musician, Improvisation, sight reading as a musician in the UK

		<b>Sequencing music as a composition tool</b>	understanding theory through practical application			glockenspiels (having the same key layout)	Basic understanding of what a scale is.  Ability to read and reproduce notation means future information can be delivered through score  Links to the Blues/Jazz ensemble and keyboard study in later years Links to Fusions and other world music studies	extension tasks on focus on sound and can be set individually to understand keys and chords. Used in EDM		music and use of devices	
Half term 1 or 2	Guitars / Ukuleles	Guitar strings Ukulele strings  How chords are constructed on guitar-based instruments.  Strumming techniques	To be able to play the A, D and E chords separately on the guitar or 3 chords on the ukulele.  To be able to play a 3-chord song accurately and fluently	3 chord songs – links to singing and transferable knowledge form keyboards 3 chords - blues	Holding the instruments incorrectly. Not placing fingers on the correct fret for chord shapes. Alignment of chords and lyrics in songs	Links to singing, and guitar and /or ukulele lessons in KS2	. Year 9 cover songs Year 9 tab and riffs Year 7 and 8 use of chords on the keyboard	Extend the range of chords and the type of chord a.g 7 <sup>th</sup> minor chords etc.	Forming guitar groups to work with for a performance. Collaborative performances	Learning a 3-chord song that promotes peace (fix you)	Guitarist skills learnt as an introduction to guitar related jobs working in the industry

Half Term 3 or 4	Minimalist Music	<p>Introduction to minimalism, background, and composers. Cyclical music. Gamelan music.</p> <p>Students will learn how to play 'Tubular Bells' by Mike Oldfield and will also create and perform their own rhythmic Minimalist piece</p>	<p>Developing composition and performance skills using prior learning and reflection of own work. Music Theory (beat, rhythm, addition, deletion, retrograde). Reading notation – Beats, Rhythms, Pitch. Developing listening skills using musical vocabulary within written and verbal responses.</p>	<p>Exploration of music in different genres - African drumming - Indonesian Gamelan music.</p>	<p>Not hearing the intricacies of the different components of the polyrhythms.</p> <p>Maintaining correct hand position - wanting to play single finger (students claim this is easier initially; until the motor skills are developed in the hands).</p>	<p>Rhythm notations.</p> <p>Composing of music</p>	<p>Understanding of rhythm and notation</p>	<p>Learn how to play the accompanying bass notes and chords for 'Tubular Bells'.</p> <p>Create own arrangement of 'Tubular Bells' using note addition, deletion, and retrograde. – Influenced by the techniques learnt (theory and listening to minimalist composers).</p>		<p>Listen to and discuss the music of highly acclaimed composers such as Steve Reich, Michael Nyman, Philip Glass, Brian Eno, John Cage and Mike Oldfield.</p>	<p>Performance skills, manipulating information within formulae - working to a deadline.</p>
Half Term 3 or 4	Underground Music (Rap and rhythmic notation)	<p>Rhythmic notation,</p> <p>Vocals (speech) performance pieces and how elements of music can help them become creative pieces of work</p> <p>Introduction to Music technology used in Live performance</p>	<p>To be able to notate rhythmic patterns accurately.</p> <p>To be able to compose with a secure use of musical elements.</p> <p>To be able to understand how microphones, electronic instrumentation and</p>	<p>All pupils will have access to the Underground map stimulus. Practical experiences of class performance of vocal pieces. Opportunities for Vocal composition</p>	<p>Notation misconceptions e.g. rushing quavers and not having the correct value of notes in a bar</p>	<p>Previous work on Notation in KS2 and Year 7 Development of the use of the musical elements from Year 7</p>	<p>This links to all future composition and performance work as it will enable pupils to read rhythms more accurately</p>	<p>The development of backing tracks to their vocal piece and further development of the structure of the composition</p>	<p>A look at the historical use of the London Underground and its legacy as well as what happens there today.</p>	<p>Experiencing 20th and 21st century spoken word and rap composers - J Paynter All stations to!</p>	<p>Performance and composition skills Research of defined topics.</p>

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