



Music Year 8

Curriculum Intent

The Music Department seeks to develop students' musical experiences through the three disciplines of performing, composing and listening. Students will perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions and use their knowledge to compose music that is stylistically convincing. They will be taught instrumental skills for keyboard, ukulele and guitar, and perform solo as well as part of an ensemble. Students will understand and explore how music is created, produced and communicated through manipulation of the elements of music. They will gain experience using a range of notations. By the end of the Key Stage they should possess the skills and understanding needed to study Music at GCSE and/or pursue Music as a hobby.

"Fill the world with music, love and pride" Lin-Manuel Miranda

Students will learn:-

Term 1:

- **Four chords: singing and playing four chord songs**
- **Blues (Part 1)** How chords are constructed, simple extensions and inversions: Root note, 3rd, 5th, (7th for blues), Chord positions for a variety of chords on keyboard, ukulele or guitar; reading TAB, 12-bar blues progression in C major; blues scale in C, Reading and notating simple chord symbols and charts
- Singing as a group
- *Just Play* including chair drumming

Term 2:

- **Blues (Part 2)** Blues scale in C, Slash chords, sharps/flats, major/minor, A repeating chord sequence in B minor, B minor scale, How to read chord symbols for an extended range of chord types (7th chords, sus chords, and slash chords, i.e. F#/A#)
- **Musical Theatre: Hamilton (Part 1)**

Term 3:

- **Musical Theatre: Hamilton (including rap composition) (Part 2)**
- Singing and rapping with good diction, in harmony
- Composing a piece in a given a style (hip hop / rap)
- Lyric writing with respect to cadence, flow and rhyme
- Use of compositional devices, such as an ascending bassline and rhythmic motifs, to provide drama
- Manipulation of textures to allow for the dramatic effect of text

Knowledge, understanding & Skills

Students will:

- perform with technical control, expression and interpretation
- Performing as part of an ensemble: playing in time and adjusting to other parts
- Performing with developing expression
- Improvising within a given structure
- Compose and develop musical ideas with technical control and coherence
- How to improvise using the blues scale
- Lyric writing
- Composing a piece in a given a style (blues)
 - Blues scale in C
 - Slash chords, sharps/flats, major/minor
 - A repeating chord sequence in B minor, B minor scale
 - How to read chord symbols for an extended range of chord types (7th chords, sus chords, and slash chords, i.e. F#/A#)
- Using appraisal skills to suggest improvements
- Identify key features of a style/genre
- Re-join a performance after rests or minor lapses

What does excellence look like?

- Leading an ensemble
- Demonstrating resilience and the ability to engage in purposeful rehearsal techniques
- Playing more than one instrument
- Singing and playing at the same time
- Performing an appropriately challenging part showing awareness of musicality

How can you enhance your learning at home?

- [BBC News](#) (Hamilton Context)
- Keyboards, ukuleles, guitars
- Classroom displays
- *Little Kids Rock* and *Musical Futures* resources
- [YouTube - Hamilton and Rap](#)
- [YouTube - Alexander Hamilton](#) (song)
- [Spotify/Apple Music](#) (album)

International Dimension

"Everything comes out in blues music: joy, pain, struggle, Blues is affirmation with absolute elegance." Wynton Marsalis

Visits Programmes

- France: Sur le pont d'Avignon – singing on the bridge
- Spain: Flamenco workshop in Madrid
- Italy: Visit to Teatro alla Scala

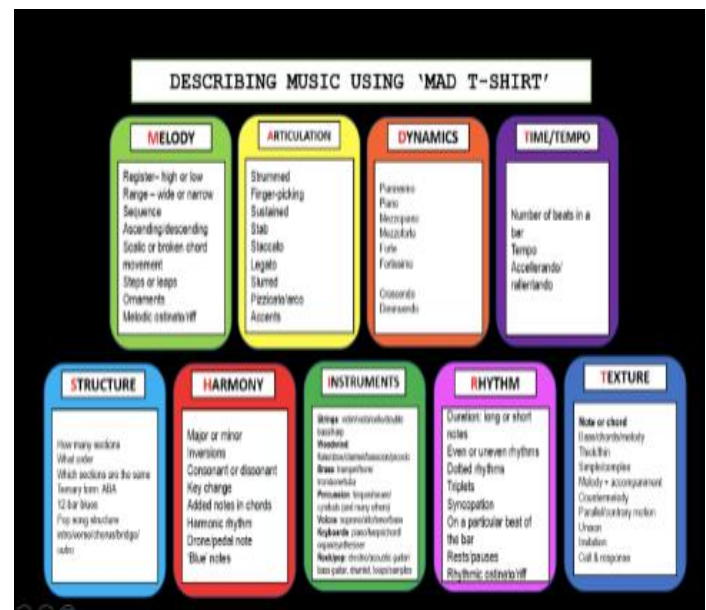
International Dimension within the curriculum

- History of American blues
- History of American Founding fathers
- American Hip Hop & R&B
- Italian musical terms

How will students be assessed?

Students...

- Are able to hold a harmony line in a big group (AO1)
 - Are able to hold own part in ensemble performance and follow performance directions in the moment (AO1)
 - Are able to perform with fluency or show evidence of developing fluency (AO1)
 - Are able to compose a piece of music which has a clear sense of style, structure, and purpose (AO2/3)
 - Are able to suggest appropriate refinements to practical music (AO4)
- Are able to engage in purposeful rehearsal techniques and be resilient to setbacks in musical processes



Wider Reading/Listening

[4 chord song playlist](#)

[Blues playlist](#)

[12 bar blues playlist](#)

[Hamilton album](#)

[Best of Broadway Musicals playlist](#)

[Naming chords](#)

Extra Challenge:

- Compose and record original music related to any of the topics using [Chrome Music Lab](#)
- Start a blues band with a group of musicians in your year group to compose and rehearse your own music for a public performance

