

Music

Year 8

Topic(s):

- Autumn Term – Cover Versions of Songs / Song writing.
- Spring Term – Programme Music / The Blues
- Summer Term — Music and Media / Rap

Key Concepts:

- Developing performing skills as a soloist, and in groups.
- Composing skills in a variety of styles.
- Exploring Musical traditions and culture
- Development of musicianship
- Critical Listening and evaluation.

Main learning strategies:

- Develop and communicate ideas and understanding through the process of rehearsal, performing and listening (Whole Group, Small Group, Pairs and Solo)
- Research, application and evaluation.

Home Learning:

Research and investigative tasks

- Preparation for performance

Extension and enrichment:

<ul style="list-style-type: none"> • Choir and keyboard clubs. 	<ul style="list-style-type: none"> • Opportunity to learn new instruments
<ul style="list-style-type: none"> • Participation in Performing Arts shows 	<ul style="list-style-type: none"> • One to one instrument tuition

Assessment Methods:

- Teacher observations during lessons
- Recordings of work in progress
- Recording of final performance
- Summative report and grading at the end of a unit
- Peer assessment
- Self-assessment

1	<ul style="list-style-type: none"> • I can sing in tune. • I can perform simple rhythms. • I can combine lots of sounds to create certain effects. • I can decide which elements to use when composing. • I can attempt to improve my work. • I can recognise different sounds even when they've been mixed with each other. 	<ul style="list-style-type: none"> • I know how to improve the work. • I can explain how I want my work to sound, but sometimes can't quite complete it.
2	<ul style="list-style-type: none"> • I can perform the part by ear or from simple notation. • I can use different musical elements for different intentions. • I can improvise melodies and rhythms in a group. • I can develop ideas when given a musical structure. • I can explain how their part fits in with others when performing in a group. 	<ul style="list-style-type: none"> • I can explain how the elements describe different meanings. • I know how my work and my peers' work can be improved. • I can use the correct vocabulary.
3	<ul style="list-style-type: none"> • I can perform music from ear and notation. • I can understand my part within an ensemble performance. • I can improvise melodies and rhythms when given a structure. • I can read and write different notations. • I can write music for specific occasions, choosing appropriate musical devices. 	<ul style="list-style-type: none"> • I can identify and explain how music can reflect when, where and why it was written. • I can analyse and compare musical features. • I can improve and refine my work.
4	<ul style="list-style-type: none"> • I can choose an appropriate tempo, dynamics, phrasing and timbre when performing and composing. • I can change my own part in subtle ways to make the whole piece sound effective. • I can compose in different styles. • I can develop my musical ideas. • I can use notation to plan, revise and refine my work. 	<ul style="list-style-type: none"> • I know that certain effects and features belong to certain styles of music. • I can recognise and analyse music of different styles and cultures. • I know what improvements need to be made to my own work.