

# 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 misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link	Explicit Vocabulary
1 and 2	Club Dance Music	<b>To be able to play a dance music piece accurately and in time</b>  <b>The characteristics of different EDM</b>  <b>Sequencing music as a composition tool</b>	Exploring instrumental technique   Developing skills and understanding theory through practical application	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 glockenspiels (having the same key layout)	Performance skills  Development of instrumental technique.  Musical context of repertoire  Basic understanding of what a scale is.  Ability to read and reproduce notation means future information	Repertoire can be extended for individual students if required.  More advanced theory is available as extension tasks on focus on sound and can be set individually to understand keys and chords. Used in EDM	Performing as a soloist and giving and receiving constructive criticism in peer feedback.	Music of dance composers  MOBO  Experiencing excellent quality dance music and use of devices	Skills as a performing musician, Improvisation , sight reading as a musician in the UK	Four to the Floor Falsetto Sampling

							<p>can be delivered through score</p> <p>Links to the Blues/Jazz ensemble and keyboard study in later years</p> <p>Links to Fusions and other world music studies</p>					
3 and 4	Guitar (Tab)	<p>Guitar strings</p> <p>How chords are constructed on guitar-based instruments.</p> <p>Strumming techniques</p>	<p>To be able to play the A, D and E chords separately on the guitar..</p> <p>To be able to play a 3-chord song accurately and fluently</p>	<p>3 chord songs – links to singing and transferable knowledge form keyboards</p> <p>3 chords - blues</p>	<p>Holding the instruments incorrectly. Not placing fingers on the correct fret for chord shapes. Alignment of chords and lyrics in songs</p>	<p>Links to singing, and guitar and /or ukulele lessons in KS2</p>	<p>Year 9 cover songs</p> <p>Year 9 tab and riffs</p> <p>Year 7 &amp; 8 use of chords on the keyboard</p>	<p>Extend the range of chords and the type of chord e.g 7<sup>th</sup> minor chords etc.</p>	<p>Forming guitar groups to work with for a performance. Collaborative performance s</p>	<p>Learning a 3-chord song that promotes peace (fix you)</p>	<p>Guitarist skills learnt as an introduction to guitar related jobs working in the industry</p>	Strumming Chord
5 and 6	Minimalism	<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</p>	<p>Developing composition and performance skills using prior learning and reflection of own work. Music Theory (beat, rhythm, addition, deletion,</p>	<p>Exploration of music in different genres</p> <ul style="list-style-type: none"> <li>- African drumming</li> <li>- Indonesian Gamelan music.</li> </ul>	<p>Not hearing the intricacies of the different components of the polyrhythms.</p> <p>Maintaining correct hand position - wanting to play single</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,</p>		<p>Listen to and discuss the music of highly acclaimed composers such as Steve Reich, Michael Nyman, Philip Glass, Brian Eno, John Cage</p>	<p>Performance skills, manipulating information within formulae - working to a deadline.</p>	Cyclical Retrograde

		own rhythmic Minimalist piece	retrograde). Reading notation – Beats, Rhythms, Pitch. Developing listening skills using musical vocabulary within written and verbal responses.		finger (students claim this is easier initially; until the motor skills are developed in the hands).			deletion, and retrograde. – Influenced by the techniques learnt (theory and listening to minimalist composers).		and Mike Oldfield.		
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