

YEAR 8 MUSIC

YEAR 8 MUSIC INTENT	In Year 8 our students will develop their further explore the various musical genres within the Music Industry and will gain an understanding of how music has evolved over time. They will be encouraged to compose and perform in several of these genres using a range of different instruments and Music Technology. They will be developing as performers, regularly performing to each other in class, understanding the need to consider a variety of different aspects to make a performance successful. Students will develop as composers, creating and producing a piece of music which demonstrates that they understand and can work within the expected conventions of a particular genre. Students will have learned basic Music Production skills and will demonstrate this by recording and producing their own work. Students in Year 8 will be able to listen to and appraise music, identifying and commenting on the more noticeable features within a piece.
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Exam Information (Y10-11)	Board:	Edexcel/RSL
	Qualification:	Level 1/Level 2 BTEC First Award in Music (EdExcel) and Level 2 Certificate in Music Performance (RSL)
	Website link to specification/resources:	BTEC Firsts Music (2013) Pearson qualifications RSL Awards Awarding the Contemporary Arts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing Keyboard Skills / Blues Music	Musical Theatre	Film Music	The Baroque Era in Music	Composition Showcase – Research and Planning	Composition Showcase Composition and Recording
How can I play simple pieces on a Piano/Keyboard? What is a chord and how do I play chord progressions in popular songs? How do I perform as part of a large ensemble? What does the term Blues mean in Music and what characteristics and conventions does 12 Bar Blues Music have? How can I perform 12 Bar Blues on Pianos and Keyboards? How can I compose Blues Music and Lyrics using live instruments, adhering to the specific conventions of the genre?	What are the key conventions of music from Musical Theatre? How did Musical Theatre begin and how has it evolved? What types of music are performed in Musical Theatre? How can I compose a suitable song and Lyrics using live instruments, adhering to the specific conventions of the genre?	How is Music used in films to create atmosphere and interest? What is Programme Music How can I use a variety of sounds and melodies to create a suitable piece of Programme Music that effectively represents specified scenes from a Film?	How has Music developed, evolved and changed over the past 300 years? How did the Baroque Era shape Musical history? How can I play pieces originating from the Baroque Era on Pianos and Keyboards (ie Pachelbel's Canon in D) How does Music from the past influence the music I listen to today?	What are the key conventions of popular vocal music? What are the key conventions of my chosen musical style? How can I play a variety of pieces in my chosen genre? What can I learn from listening to pieces of music and analysing them?	How can I effectively compose, following the conventions of a specific genre? How can I combine Music Technology and live performance effectively to create my own realistic composition? How does my song compare to others within my chosen genre?
Can do statement 3 (M): Students will be able to identify all of the keys on the keyboard and relate these confidently to a musical score. Students will be able to compose imaginative and well-structured Piano pieces with multiple layers of sound and different pitches, textures, dynamics and rhythms. Students will be able to perform confidently from score with two hands on the piano and in	Can do statement 3 (M): Students will be able to identify and analyse the key features in Musical Theatre. Students will be able to compose an effective Musical Theatre style song backing track using live loops, adding appropriate technological effects and enhancements. Students will be able to compose and perform Musical Theatre lyrics with developed	Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments used in Film Music and can explain and evaluate what Programme Music is and how it is used in Film Themes. Students will be able to work as part of a group to compose and perform a well-structured piece of music which clearly articulates	Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments of the Baroque Era and explain and evaluate how the key developments from the Baroque Era have impacted on music composed more recently. Students will be able to perform Canon in D	Can do statement 3 (M): Students will obtain a secure understanding of how Popular Vocal Music has evolved and developed over the past seventy years and how to effectively research musical styles in order to learn the necessary skills to compose in a given genre. Can do statement 2 (S):	Can do statement 3 (M): Students will be able to identify and analyse the key features and instruments of a variety of different popular musical genres and can explain and evaluate how the key developments from the different decades have impacted on music composed more recently. Students will be able to utilise their own research effectively, relating what they have learned about the key features of

<p>group performances will take the lead, confidently maintaining their own part in the performance</p> <p>Can do statement 2 (S): Students will be able to identify most of the keys on a keyboard and relate these to a simple musical score. Students will be able to compose well-structured pieces on a piano or keyboard with different pitches, textures, dynamics and rhythms. Students will be able to perform simple pieces from score on the piano and be able to maintain their own part in a group performance</p> <p>Can do statement 1 (D): Students will be able to identify some of the keys on a keyboard and can relate these to a musical score with help from their teacher or peers. Students will be able to compose simple pieces on a piano or keyboard. Students will be able to perform simple pieces on a piano or keyboard with help from their teacher or peers and perform as part of a group.</p> <p>Can do statement 3 (M): Students will be able to identify and analyse the key features in Blues Music and explain and evaluate how the key developments originating in Blues music have impacted on music composed more recently. Students will be able to perform the 12 Bar Blues Chords and Melody confidently from score with two hands on the piano. Students will be able to compose and perform Blues lyrics with developed meaning, using syncopation and swing</p> <p>Can do statement 2 (S): Students will be able to identify the key features used in Blues Music and understand how the key developments originating in Blues Music have impacted on music composed more recently. Students will be able to perform the 12 Bar Blues Melody on the piano. Students will be able to compose and perform well developed lyrics which meet the conventions of Blues and fit the 12 Bar Blues Chord Sequence</p> <p>Can do statement 1 (D):</p>	<p>meaning which I can combine with a suitable backing track.</p> <p>Can do statement 2 (S): Students will be able to identify the key features used in Musical Theatre. Students will be able to compose an effective song backing track suitable for Musical Theatre using live loops. Students will be able to compose and perform well developed lyrics which meet the conventions of Musical Theatre.</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features used in Musical Theatre. Students will be able to compose a song backing track using live loops. Students will be able to compose and perform lyrics suitable for Musical Theatre</p>	<p>the key features of a certain scene from a film. Students will be able to effectively utilise different instrument timbres and sounds to convey mood and meaning in my composition.</p> <p>Can do statement 2 (S): Students will be able to identify the key features and instruments used in Film Music and can explain what Programme Music is and how it is used in Film Themes. Students will be able to work as part of a group to compose and perform a piece of music which articulates the key features of a certain scene from a film. Students will be able to utilise different instrument timbres and sounds to convey mood and meaning in my composition.</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features and instruments used in Film Music and have a basic understanding of what Programme Music is. Students will be able to work as part of a group to compose and perform a piece of music which articulates some of the key features of a certain scene from a film. Students will be able to understand how different instrument timbres and sounds can be used to convey mood in my composition.</p>	<p>confidently with two hands on the piano (right hand melody, left hand accompaniment). Students will be able to identify all of the keys on the keyboard and relate these confidently to a musical score.</p> <p>Can do statement 2 (S): Students will be able to identify the key features and instruments of the Baroque Era and understand how the key developments from the Baroque Era have impacted on music composed more recently. Students will be able to perform the Ground Bass from Canon in D and most of the melodic part confidently. Students will be able to identify most of the keys on a keyboard and relate these to a musical score.</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features and instruments from the Baroque Era. Students will be able to play the Ground Bass from Canon in D with help from my teacher. Students will be able to identify some of the keys on a keyboard and can relate these to a musical score with help from my teacher or my peers.</p>	<p>Students will obtain a good understanding of how Popular Vocal Music has evolved and developed over the past seventy years and how to research musical styles in order to learn the necessary skills to compose in a given genre.</p> <p>Can do statement 1 (D): Students will obtain an understanding of how Popular Vocal Music has evolved and developed over the past seventy years and why research is necessary to understand how to compose within a given genre.</p>	<p>different musical genres to their own composition. Students will be able to compose, perform and record an effective, imaginative and well-structured song in a popular vocal genre.</p> <p>Can do statement 2 (S): Students will be able to identify the key features and instruments of certain popular musical genres and understand how the key developments from music different decades has impacted on music composed more recently. Students will be able to incorporate the key features that they have learned about in research into to their own composition. Students will be able to compose, perform and record an imaginative and well-structured song in a popular vocal genre.</p> <p>Can do statement 1 (D): Students will be able to identify some of the key features and instruments used in Popular Vocal Music. Students will be able to use their research of a particular style of music to help them compose in a similar style. Students will be able to compose, record and perform at least one verse and a chorus of a song in a popular musical genre.</p>
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<p>Students will be able to identify some of the key features used in Blues Music. Students will be able to perform 12 Bar Blues as single finger chords and perform some of the 12 Bar Blues Melody on Piano. Students will be able to compose and perform lyrics to fit the 12 Bar Blues Chord Sequence</p>					
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