

Year 8- music

Year: 8	Topic/Theme – Composition skills	Unit Title: mood music	Term: Autumn 1
<p>Overview of SOW:</p> <p>Knowledge: how chords are made</p> <p>How music can be changed by the use of musical elements</p> <p>How different chords create specific moods</p> <p>Skills: to compose music using specific chords</p> <p>To be able to identify different chords within a piece of music</p> <p>To alter a piece of music using key elements</p> <p>End Point: to produce a piece and be able to perform it in two different styles by altering the key elements.</p> <p>To be able to identify the difference between major or minor chords</p> <p>To be able to compose, perform and evaluate performance in accordance with a success criteria</p>			
<p>Prior Learning: (Linked Topics)</p> <p>Students are required to have knowledge of the keyboard and how to place notes.</p>	<p>National Curriculum</p> <p>Links: Performing, composing and appraising</p>	<p>GCSE (or A Level) AO</p> <p>Links:</p>	<p>Opportunities for mastery/stretch and challenge: more able students will be required to include multiple changes within their introduction.</p>
<p>Key words/Vocabulary:</p> <p>Chord</p> <p>Harmony</p> <p>Major</p> <p>Minor</p> <p>Tonality</p> <p>Discord</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities:</p>	
<p>Key Questions (product/process/developmental):</p> <p>What type of chords are being used?</p> <p>What is the tonality of the music?</p> <p>How has the mood been created?</p>	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.</p>	

		Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.		Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.			
		Summative % Assessment links:		Cross Curricular links: Media- music from films Drama- film music			
Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Lesson 1 BASELINE	To complete a baseline assessment. To understand levelling scheme in music and skills required to meet the levels	Seating plan Baseline quiz Baseline practical assessment	Baseline assessment, theory and practical LEVELS ON TO TRACKER MARKED	Base line assessment	Level	Seating plan- ensure all students are suitably seated.	MUSIC RULES
Lesson 2 MOOD MUSIC	To compose and perform piece of music to reflect a specific mood. To incorporate a variety of musical elements	Starter Listen to different extracts. Discuss and write in books musical features reinforce key words/ elements Main In pairs compose a piece of mood music	Compositions performed to class. Class to verbally discuss key elements within compositions.	Power point Keyboards	Melody Pitch Tempo Timbre	Pairs selected to ensure students are supported in groups. Target groups SEN: Ensure key elements are understood MA: Ensure students are	

		with focus on one key element . Plenary Perform compositions to class. Peer feedback including key elements				challenging themselves by incorporating multiple elements	
Lesson 3 MOOD MUSIC CREEPY	To use musical elements to create a 'creepy' piece of music	Starter Listen to variety of horror music extracts, discuss and write key elements. Main To use chords to compose a piece of creepy music Plenary Perform to class, peer assessment verbally.	Compositions performed to class. Class to verbally discuss key elements within compositions.	Power point Creepy chords sheet Keyboards	Melody Pitch Tempo Timbre Harmony	Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by including a variety of rhythms in their chords	Elements of music
Lesson 4 MOOD MUSIC- HAPPY	To use chords and musical elements to create a 'happy' piece of music To be able to perform a variety of major chords	Starter Listen to variety of happy music extracts, discuss and write key elements. Main To use chords to compose a piece of happy music Plenary Perform and review work in green pen, set target	Perform music to class RECORD- PITSTOP green pen self assessment- WWW EBI- which was their most successful piece of mood music and why mark and level	Power point Major chords sheets Keyboards Level sheets	Melody Pitch Tempo Timbre Harmony/ major	Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by including a variety of rhythms in their chords	
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Lesson 1	To compose and perform a film introduction To identify key musical elements to create their composition.	Starter Listen to different film company introductions. Discuss and write in books musical features reinforce key words/ elements Main In pairs compose a film introduction with focus on one key element . Plenary Perform compositions to class. Peer feedback including key elements	Compositions performed to class. Class to verbally discuss key elements within compositions.	Power point Keyboards	Melody Pitch Tempo Timbre	Pairs selected to ensure students are supported in groups. Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by incorporating multiple elements	Favourite intro and why
Lesson 2	To use musical elements to alter a composition	Starter Listen to alternative introductions- write and discuss how musical elements have altered the music Main To use their composition from previous lesson, alter elements to change the moon Plenary	Compositions performed to class. Class to verbally discuss key elements within compositions.	Power point Keyboards	Melody Pitch Tempo Timbre	Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by altering multiple elements	

		Perform to class, peer assessment verbally.					
Lesson 3 FILM MUSIC- SILENT MOVIE	To compose music to a silent movie to create a mood.	Starter Watch X4 walking man clips. Write and discuss descriptions in books. Main Compose music for video clip to create a mood Plenary Perform to class, peer assessment verbally	Perform music to class. Peer verbal feedback	Power point 'Walking man movie'	Melody Pitch Tempo Timbre	Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by altering multiple elements	Favourite altered intro and why
Lesson 4 FILM MUSIC SILENT MOVIE	To compose music to a silent movie to create a mood.	Starter Watch X4 Pirates of the Caribbean Write and discuss descriptions in books. Main Compose music for video clip to create a mood Plenary Perform to class, Self assess work	RECORD- Assessment green pen self assessment- WWW EBI- which was their most successful music and why mark and level- PUT ON TRACKER	Power point Pirates of the Caribbean Clip Level sheets	Melody Pitch Tempo Timbre	Target groups SEN: Ensure key elements are understood MA: Ensure students are challenging themselves by altering multiple elements	

CHRISTMAS HOLIDAYS

Year: 8	Topic/Theme – performance skills	Unit Title: film music	Term: Spring term
<p>Overview of SOW:</p> <p>Knowledge: how music can be created to match a theme and changed. Instruments of the orchestra Now to read music notation</p> <p>Skills: to read music and perform from a score. To create a storyboard which outlines their plan of the music. To work independently and as part of a group to perform a piece of music. To perform an independent part within a group performance.</p> <p>End Point: to perform with accuracy, to plan and compose music that is for a specific purpose. To be able to change music by using the key elements to fit a purpose. To be able to create a storyboard to plan music from. To be able to follow music accurately from a score To be able to identify strengths and weaknesses within a performance</p>			
<p>Prior Learning: (Linked Topics) Students are required to have knowledge of the keyboard and how to place notes.</p>	<p>National Curriculum Links: Performing, composing and appraising</p>	<p>GCSE (or A Level) AO Links:</p>	<p>Opportunities for mastery/stretch and challenge: different motifs will be provided for students to perform with a different level of demand and skill</p>
<p>Key words/Vocabulary: Leitmotif Character theme Motif Layers Harmony Storyboard</p>	<p>Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>		<p>Cultural Capital opportunities:</p>

<p>Key Questions (product/process/developmental):</p> <p>What are the note on the score? Which notes are sharp or flat Which music matches which character</p>	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.</p>
	<p>Formative Assessment/AFL: <i>(Pit stops/DIRT)</i> Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.</p>	<p>Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encourages/expected to give feedback and discuss with appropriate subject specific language.</p>
	<p>Summative % Assessment links:</p>	<p>Cross Curricular links: Media- music from films Drama- film music</p>

Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
<p>Lesson 1</p> <p>JAMES BOND THEMES</p>	<p>Develop keyboard skills to perform James Bond themes To play within a group keeping in time Reflect on performance</p>	<p>Starter Watch James Bond intro scenes- discuss different motifs Main Chords: explore notes Practice chords in partners Plenary Performances to class- variety of abilities</p>	<p>Spot performances throughout lesson to display progress- verbal feedback</p>	<p>Powerpoint James Bond motif sheets</p>	<p>Chords Rhythm Timing Melody Motif</p>	<p>Mixed ability groups LA/SEN: chords 2 hands HA: chords and melody</p>	<p>Famous character motifs</p>

<p>Lesson 2</p> <p>JAMES BOND THEMES</p>	<p>Structure a performance with a variety of motifs</p> <p>Play with confidence and correct technique</p>	<p>Starter</p> <p>Watch second James Bond intro scenes- discuss different motifs, how they differ from previous</p> <p>Main</p> <p>10 minutes- recap chords</p> <p>Introduce motifs 1 & 2. Once chords fluent move on to motifs, get in time with partner and chords</p> <p>Plenary</p> <p>Performances to class- variety of abilities</p>	<p>Spot performances throughout lesson to display progress: verbal feedback</p>	<p>Powerpoint James Bond motif sheets</p>	<p>Chords</p> <p>Rhythm</p> <p>Timing</p> <p>Melody</p> <p>Motif</p>	<p>LA/SEN- continue to make progress with chords, supported by HA students playing motifs</p>	
<p>Lesson 3</p> <p>JAMES BOND THEMES</p>	<p>Perform a structured performance using chords and motifs in time with a partner</p>	<p>Starter</p> <p>Watch 3rd intro- discuss and write in books use of motifs</p> <p>Write in books area for development this lesson</p> <p>Main</p> <p>Practice performance with</p>	<p>PITSTOP- RECORD</p> <p>Put on TRACKER</p> <p>GREEN PEN</p> <p>SELF REVIEW</p>	<p>Powerpoint James Bond motif sheets</p> <p>Level sheets</p>	<p>Chords</p> <p>Rhythm</p> <p>Timing</p> <p>Melody</p> <p>Motif</p>	<p>Mixed ability groups- differentiated targets</p>	<p>Best James Bond</p>

		focus on use of motifs and timing. Plenary Record and review performances					
Lesson 4 JAMES BOND TRAILOR	To compose music using a variety of motifs and own composition to fit a storyboard and video	Starter Watch James Bond Trailer, introduce storyboard Main Practice performance with focus on use of motifs/ scene changes and timing. Plenary Record and review performances	Spot performance throughout lesson to monitor progress	Powerpoint James Bond motif sheets Trailer clip	Chords Rhythm Timing Melody Motif	Different mixed ability groups from pervious groupings SEN & PP: allow additional time to practice, HA Ensure they are stretching themselves to the best of their ability and incorporate variety of elements and motifs	James bond villains
Lesson 5 JAMES BOND TRAILOR	To develop composition ideas and use of motifs to accompany film trailer, use musical elements to fit scene changes	Starter Spectre trailer, in books create timeline with timings for scene changes Main Plan and practice performance with focus on use of	Spot performance throughout lesson to monitor progress	Powerpoint James Bond motif sheets Trailer clip	Chords Rhythm Timing Melody Motif	SEN & PP: allow additional time to practice, HA Ensure they are stretching themselves to the best of their ability and incorporate variety of	

		motifs/ scene changes and timing. Plenary Random performances for progress checks				elements and motifs	
Lesson 6 JAMES BOND TRAILOR ASSESSMENT	To finalise and record music over a trailer to fit scene changes and incorporate motifs and own composition	Starter Spectre trailer Main Finalise and practice performance with focus on use of motifs/ scene changes and timing. Plenary Record and review performances	PITSTOP-RECORD MARK/ LEVEL and put on TRACKER GREEN PEN SELF REVIEW	Powerpoint James Bond motif sheets Trailer clip Level sheets	Chords Rhythm Timing Melody Motif	SEN & PP: allow additional time to practice, HA Ensure they are stretching themselves to the best of their ability and incorporate variety of elements and motifs	Best film trailer music

<h2 style="margin: 0;">Year 8</h2> <h3 style="margin: 0;">SOW MUSIC SUMMER</h3>			
Year: 8	Topic/Theme – performance skills	Unit Title: Britpop performance	Term: Summer term
<p>Overview of SOW:</p> <p>Knowledge: different pop music genres- key features of each genre</p> <p>Skills:</p> <p>End Point:</p>			

Prior Learning: (Linked Topics) Students are required to have knowledge of the keyboard and how to place notes.		National Curriculum Links: Performing, composing and appraising	GCSE (or A Level) AO Links:	Opportunities for mastery/stretch and challenge: different songs will be provided for students to perform with a different level of demand and skill			
Key words/Vocabulary: Britpop Structure Chord Structure – verse/chorus/intro Rhythm Genre Chord progressions Key Questions (product/process/developmental): What are the key features of Britpop What is the structure of the music How many chords are being used		Personal Development & SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.		Cultural Capital opportunities: British culture, origins of Britpop, influences and ongoing Britpop culture			
		Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.		Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and independently.			
		Formative Assessment/AFL: (Pit stops/DIRT) Recorded performance at the end of the topic. Throughout all lessons students will perform and be given feedback and opportunities for self and peer reflection.		Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.			
		Summative % Assessment links:		Cross Curricular links: History- British culture 1990s			
Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Lesson 1	To know some of the names of	Starter	Progress performances throughout	Powerpoint Chasing cars sheets	Britpop Structure Verse	Selected ability groups	Britpop history

BRITPOP CHASING CARS	different sections of a song To be able to identify different sections of a song whilst listening To be able to play the introduction of Chasing cars by the end of the lesson	Beautiful ones, write structure in books. Britpop 3 key facts Main Chasing Cars, discuss key features, chords, structure. In groups learn introduction Plenary Introduction performances	lesson- verbal feedback		Intro Chorus Bridge	SEN: Easier chord sheets, adequate practice time MA: complex chords/ guitar	
Lesson 2 BRITPOP CHASING CARS	name some of the musical features of a Britpop song To be able to play my part of Chasing Cars by the end of the lesson	Starter Supersonic, instrument techniques, structure Main Chasing cars structure, as a group get chorus in time, practice verse and transition from intro into verse. Plenary Random progress performances	Progress performances throughout lesson- verbal feedback	Powerpoint Chasing cars sheets	Britpop Structure Verse Intro Chorus Bridge	SEN: Easier chord sheets, adequate practice time PP- allow adequate practice time MA: complex chords/ guitar	
Lesson 3 BRITPOP CHASING CARS	To be able to describe the message in a song To be able to compare two songs To be able to perform your	Starter: Parklife British representation. Self target for final practice session Main Final practice preparations, focus on timing and transition	PITSTOP-RECORD Put on TRACKER GREEN PEN SELF REVIEW	Powerpoint Chasing cars sheets	Britpop Structure Verse Intro Chorus Bridge	SEN: Easier chord sheets, adequate practice time PP- allow adequate practice time	Britpop bands

	Britpop song and ensure that its style is clear	Plenary Performances and evaluations				MA: complex chords/ guitar	
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Lesson 4 Britpop WONDERWALL	Identify musical features within a song from different genres Use practice time effectively to communicate and learn the introduction of Wonderwall	Starter Genres- write as many as they can. Identify two different genres Main Wonderwall, discuss key features, chords, structure. In groups learn introduction Plenary Introduction performances	Progress performances throughout lesson- verbal feedback	Listening extracts Power point Wonderwall sheets	Britpop Structure Verse Intro Chorus Bridge	SEN: Easier chord sheets, adequate practice time PP- allow adequate practice time MA: complex chords/ guitar	
Lesson 5 Britpop WONDERWALL	Identify different genres of music Explore key features of different genres Perform some aspects of Wonderwall	Starter Cover versions, different genres, write musical comparison in books Main Wonderwall, structure, as a group get chorus in time, practice verse and transition from intro into verse. Plenary Random progress performances	Progress performances throughout lesson- verbal feedback	Listening extracts Power point Wonderwall sheets	Britpop Structure Verse Intro Chorus Bridge	SEN: Easier chord sheets, adequate practice time PP- allow adequate practice time MA: complex chords/ guitar	Britpop number 1s
Lesson 6 Britpop	identify musical genres, give	Starter: Cover versions, different	PITSTOP-RECORD	Listening extracts	Britpop Structure	SEN: Easier chord sheets,	

WONDERWALL	<p>opinions on the types of musical using musical elements</p> <p>Evaluate work from last lessons to create personal targets for this lesson</p> <p>Record Wonderwall</p>	<p>genres, write musical comparison in books.</p> <p>Final target to prepare for performance.</p> <p>Main Final practice preparations, focus on timing and transition</p> <p>Plenary Performances and evaluations</p>	<p>MARK/ LEVEL and put on TRACKER</p> <p>GREEN PEN SELF REVIEW</p>	<p>Power point Wonderwall sheets</p>	<p>Verse</p> <p>Intro</p> <p>Chorus</p> <p>Bridge</p>	<p>adequate practice time</p> <p>PP-allow adequate practice time</p> <p>MA: complex chords/ guitar</p>	
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