Year 8 Transition & Induction Phase Music Curriculum Sequence

Intent:

- Develop knowledge and skills from Y7 through performing, composing and listening to build their knowledge of key musical features and notations in different styles of musical genres and traditions from around the world.
- Develop their vocal/ and instrumental fluency, accuracy and expressiveness and use self-reflection to inform their own practice.
- Develop their understanding of and skills in music technology through a variety of technology platforms.

HT 4-6 to be taught in rotation based on availability of MD1

HT1 World Music 1 (Spain, Latin America)	HT2 World Music 2 (Blues)	HT3 World Music 3 (Calypso and Reggae)	HT4 Variations	HT5 Music Production	HT6 History of Popular Music
• Develop knowledge of Spanish musical traditions through Brazilian and Argentinian music • Develop ensemble skills through performing Latin American music • Understand the structure of a Samba and the role of the different sections • Develop performance skills of varied rhythmic phrases that progress with difficulty • To create a class performance of a Samba • To understand the role of dance within Latin American Music. • To develop understanding of the rhythmic pattern used in the Tango • Develop keyboard skills through performing a Tango	• Understanding how music was performed in Africa and what music is used for in their communities • Understand the tradition of drumming and singing • Understand polyrhythm and a cappella singing • Understand what blues Music is and where it has come from Linking Slave Trade Triangle to Music • Listen to and Appraise Blues Artists including: ***Bessie Smith's Downhearted Blues*** • Understand a blues scale and Improvisation and use the flattened notes within a performance. • Identify Blues instrumentation • Understand the structure of a 12 Bar Blues and perform the sequence. • Perform a Walking Bass • Develop understanding of harmony through chords I IV and V	• Understand the musical styles of the Caribbean • Understand how Calypso music' and the importance of off beat and the instruments within it • Study the term 'syncopation' perform the off beat rhythms in melodies of the songs • Develop vocal skills singing ***'Yellow Bird'.*** • Revision of playing chord triads (either Ukulele or Piano) • Understand the features of Jamaican Music and its history developed • Identify typical instrumentation of Reggae Music • Develop vocal skills singing ***Three Little Birds by Bob Marley*** • Revision of chords I IV and V • Playing chords and bass riff in a new key of A major • Listen to and appraise other Reggae artists e.g. ***Jimmy Cliff's The Harder they come*** • **Develop understanding of remixing in Jamaica through Dub music* • *Develop composing skills through adding styles, beats and instruments to fit in a Dub style** ** Dependent upon timing*	• Understand what a theme is and how it can be changed until it becomes unrecognisable • Develop vocal skills singing ' Frere Jacques' and build up a class performance of a variation • Study the structure 'Theme and Variation' and identify features used in ***The Motor City Brass Quintet version of Frere Jacques*** • Develop listening skills by identifying changes in songs when listening to cover versions/variations • Revise the elements of music and develop understanding of pitch, tempo, texture, dynamics, harmony, timbre and rhythm. • Study and identify musical features used in famous ***Theme and Variations: Paganini's 24 Caprices and Andrew Lloyd Webber's Variations of the same piece*** • Perform the Frere Jacques theme on the keyboard • Using the musical elements, vary the Frere Jacques theme in as many ways possible • Create a set of variations	• Introduction to Music Technology • Learn how to use the musical software BandLab • Understand and demonstrate key skills within BandLab • Create a Dance Music piece using Loops • Develop editing skills within the software: moving loops/cutting/pasting /read & write automation / inputting through midi devices • Students will use their knowledge of the elements of music to develop their pieces	• Understand how popular music has developed in the 20th and 21st Centuries • Develop understanding of the social and political context of each decade from 1950's - present • Study the instrumentation and musical features of the decades from 1950's to present • Develop listening skills through identifying key musical features of the decade in each study piece and comment on them • Listen to and appraise, ***Hound Dog by Elvis Presley, Yellow Submarine by The Beatles, Super Trouper by Abba, The Final Countdown by Europe, Wonderwall by Oasis, Chasing Cars by Snow Patrol and All of Me by John Legend*** • Identify key instrumentation and development of technology and its affect on musical development • Develop performance skills on the keyboard, singing and ukulele/guitar/bass/drums with freedom for students to have a choice of instrument • Improve sight-reading skills every two lessons through introducing a new piece for each decade • To revise understanding of chord shapes and names, use of syncopation, prominent riffs • Take ownership of progress through self-assessment of each decade to culminate in a final assessment project of their preferred decade study piece.
Teaching 'World Music' supports: Engagement in music AOS 3 (GCSE Music) AOS 2&5 (A Level Music) Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)	**Teaching 'World Music' supports**: Engagement in music AOS 3 (GCSE Music) AOS 2&5 (A Level Music) Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)	**Teaching 'World Music' supports**: Engagement in music AOS 3 (GCSE Music) AOS 2&5 (A Level Music) Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)	**Teaching 'Variations' supports**: Engagement in music AOS 2 (GCSE) AOS 2 (A Level) Unit 6 & 7 BTEC Music Technology Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)	**Teaching 'Music Production' supports**: Engagement in music AOS 2 (GCSE) AOS 2 (A Level) Unit 6 & 7 BTEC Music Technology Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)	**Teaching 'History of Pop' supports**: Engagement in music AOS 2 (GCSE) AOS 2 (A Level) Unit 1 BTEC Music Technology RSL Subsidiary Diploma Music Practitioners Performing, listening & appraising, staff notation and ensemble skills (Yr7-13) Vocal skills (Yr7-13)
'World Music' feeds from:	**'World Music' feeds from**:	**'World Music' feeds from**:	**'Variations' feeds from**:	**'Music Production' feeds from**:	**'History of Pop' feeds from**: