

Felpham Community College – Key Stage 3 S of W

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| Subject: Music | Year: 8 | Leader: C. Harrington |
| Autumn Term 1 | Activities | Homework |
| Topic: <i>Learning the Trombone</i> Aim: For students to experience learning an orchestral instrument combining both the skill of playing an instrument alongside reading musical notation. | Appraising different styles of trombone performances from Classical to Jazz, Pop and Film. To learn the skills needed to play the trombone from mouthpiece buzzing to slide positions and beyond. Performing as a whole class brass band and in smaller groups to simple tunes. | Assessment Plans For students to demonstrate the skills that have been learnt over the unit. From mouthpiece buzzing, breathing correctly, to performing a short melody on the instrument. |
| Literacy / Numeracy / ICT. Keeping in time, media, problem solving (notation), co-ordination and fine motor skills | | |

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| Autumn Term 2 | Activities | Homework |
| Topic: <i>Arranging Baroque Music</i> Aim: Students will learn about one of the formative points of music history. They will explore the features that define the period of Baroque Music and learn about one of the most famous additions to music composition: Pachelbel's Canon in D. They will perform, record and finally remix Canon in D. | Appraising a wide range of Baroque music from concertos to symphonic works through some of the works of the great composers. To learn how to play the elements of Pachelbel's Canon in D and to be able to perform these with a partner. To record the elements of Pachelbel's Canon in D and to use Garageband software to edit and rearrange the music into a modern context. | Assessment Plans Students will have two assessments within this unit: <ol style="list-style-type: none"> 1. Performing the elements of Pachelbel's Canon in D with a partner focusing on their ability to play in time with each other. 2. Arranging their own version of Canon in D into a modern context to be played to the class. |
| Literacy / Numeracy / ICT. Counting beats, patterns in the music, gross/fine motor skills, co-ordination, complex use of IT skills using Garageband | | |

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| Spring Term 1 | Activities | Homework |
| Topic: <i>Exploring Popular Music Genres Part 1</i> Aim: Students will be exploring three key styles of music over the Spring half term. They will look at The Blues, Rock 'n' Roll and Reggae. Students will have the opportunity to learn how to play different elements from each genre and will compose their own song with lyrics. | Appraising a wide range of music across each genre, for example, from the origins of The Blues in West Africa through to Slave Chants which then led to the conception of The Blues. Learning the elements that make a traditional Blues Song (12 Bar Blues, Walking Bassline, Improvisation) and performing these in pairs. | Assessment Plans For the first half of the term students will focus on learning the 12 Bar Blues and walking bass line as well as improvising as part of the Blues and Rock element. They will be assessed on their ability to perform these in small groups. |
| Lit / Num /ICT. Jargon recall, creative thinking skills (performing - improvisation), aural recall, evaluation | | |

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| Spring Term 2 | Activities | Homework |
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| <p>Topic:</p> <p>Exploring Popular Music Genres Part 2</p> <p>Aim:</p> <p>Students will be exploring three key styles of music over the Spring half term. They will look at The Blues, Rock 'n' Roll and Reggae. Students will have the opportunity to learn how to play different elements from each genre and will compose their own song with lyrics.</p> | <p>Understanding the context that surrounds each of these genres of music through the research of key artists, for example, Elvis Presley for Rock 'n' Roll and Bob Marley for Reggae.</p> <p>Composing an original song that uses the elements of Reggae music.</p> <p>The creation of lyrics to pair with the song composed by students.</p> | <p>Assessment Plans</p> <p>For the second half of this unit students will be tasked with composing their own Reggae song with lyrics. They will be challenged to use elements such as off-beats/syncopation and writing lyrics that are relevant to the genre of Reggae.</p> |
| <p>Literacy / Numeracy / ICT. Jargon recall, creative thinking skills (composition), aural recall, use of complex ICT software – Garageband, evaluation</p> | | |

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| <p>Summer Term 1</p> <p>Topic:</p> <p><i>Composing Game Music</i></p> <p>Aim:</p> <p>Students will expand upon their composing tools from the previous year (drones and improvisation) and will begin to explore the use of ostinatos and how these are used within a computer game.</p> | <p>Activities</p> <p>Students will appraise a wide variety of different game music from original Super Mario (1985) through to modern day game scores such as Star Wars: Jedi Survivor (2023).</p> <p>Students will be given a choice of three different gaming videos with redacted sound. They will storyboard and create the music needed for the scenes in the video.</p> | <p>Homework</p> <p>Assessment Plans</p> <p>Students will showcase their work at the end of the unit to the class. They will be assessed on their ability to have created a soundscape that mirrors the game they have chosen as well as how fluently this music interacts with the gaming environment.</p> |
| <p>Literacy / Numeracy / ICT. Science – sound waves, amplification. Counting beats, patterns in the music, use of complex ICT software – Garageband</p> | | |

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| <p>Summer Term 2</p> <p>Topic:</p> <p><i>Learning Music Theory 2</i></p> <p>Aim:</p> <p>Students will combine all of the musical knowledge they have learnt across the year from note values, to reading music on the stave through to identifying different genres and instruments.</p> | <p>Activities</p> <p>Deconstructing pieces of music, identifying key features and solving problems (missing note values, key signatures).</p> <p>Performances on keyboards using short melodies.</p> | <p>Homework</p> <p>To revise practise questions for the exam</p> <p>Assessment Plans</p> <p>Students will sit an exam in class based on the topics covered across the year and on their ability to recall elements of staff notation and their ability to problem solve missing note values.</p> |
| <p>Literacy / Numeracy / ICT. Jargon recall, creative thinking skills, aural recall, use of complex ICT software – Garageband, evaluation</p> | | |

Website / Resources. Youtube - performance videos related to units. musictheory.net – theory of music

Extension. Individual music lessons available through visiting peripatetics. Christmas Carol service. Big Sing. Musical Productions. Summer Arts evening. Choir. Small ensemble groups.