

Year 8 Scheme of Work

Module	Knowledge & Learning Vocabulary	Composing, Listening & Performing	Homework	Resources	*SEN & Extension Work	Skills ICT Literacy Numeracy	Citizenship
6 Singing the Blues	Blues, blues scale, motif, riff, diatonic harmony, call & response, chord patterns.	Begin with Question & Answer, clapping then on instruments (aural work). Extend into pairs, answering each other using given notes. Create and experiment with motifs from Blues scale. Students choose own Blues musician to give them ideas. Students listen and work out aurally a 12 Bar Blues pattern. In pairs students create a motif which is developed to suit the chord. Then combine ideas to perform as a group. As a group choose one idea, or adapt, and add words to fit with rhythms. Sing and play Bass, Chords & melody. Each group gives a presentation discussing their chosen musician and typical features of their music. They then perform, record and evaluate.	Find out four facts about the slave trade. Find out facts about a Blues Musician of own choice. Prepare a display with above facts. As a group, using the information that they have acquired give an aural presentation, considering their audience, and venue.	Smartboard Computer AppleMac or Keyboard with disc drive. Camcorder Traffic lights Question ball Instruments of choice	*give indiv. Demo and further ideas where needed (mix the notes up). Play either motif or bass. Give writing frame with vocab. G&T – extend Q&A, use Blue notes, add chords, lead group and offer changes. More in depth answers using subject vocab.	Aural & memory skills. Recognise patterns, problem solving. Thinking about syllables to suit rhythms	Reflect on why Blues were written, the process of participating, and consider your audience and venue when performing.

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7 Variations	Chord, mode, major, minor, tempo, metre, inversion, retrograde, ornamentation, Variation form.	Explore how we can vary given musical material before it is not recognizable. Play excerpt from Mahler's 5 th Symphony – Frère Jacques – who knows what it is? Play a simple partner song, which fits two songs together (chord the same). Discuss and use chords. Each pupil to try improvising on a nursery rhyme. Learn to play three blind mice in pairs using a triad. In pairs make up own 'variation'. Perform & record theme and variation as a group, with each pair adding their variation. Evaluate outcome.	Explore day-to-day items to discover how different manufacturers 'vary' them to produce their own.	Worksheet, OHP, acetate, tuned instruments, keyboards, recording equip.	Compose in different styles with awareness of harmonic conventions, using relevant notation.	Describe & evaluate how the work was undertaken and what led to the conclusion.	Reflect on the process of participating

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8 Hook and riffs	Riff, hook, ground bass, verse, chorus, sequence, sequencer, lyrics, melody, rhythm	Discuss devices that are used to make music more easily remembers-adverts & popular music. Move onto identifying hooks and riffs in music they do not know. In pairs create a two bar melodic or rhythmic hook or riffs with given guidelines. Discuss the common forms used in pop songs and use of hooks and riffs, then using hooks and riffs created earlier, along with vocal (lyric) hooks, write a song as a class. Demonstrate sequencing package using one of the hook. Being given a variety of song structures, choose one and write hooks for sections of these structures specializing in one element (lyrics, rhythm/groove, melody) based on how they feel about school. Perform, record and discuss.	Listen to adverts on TV, all types of music and try to identify hooks and riffs.	Worksheets, ICT, OHP, acetate, instruments, recording equip.	Worksheets to support, indiv demo and help. Writing frame G&T Describe in detail and notate, riffs and hooks from existing pieces; use riffs and hooks that they have composed themselves in their own extended composition.	Discuss and question what they are learning and how it relevant in other contexts or when using different variables.	Exploring musical ideas within a variety of media contexts.

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9 Music and Media	Discord, resolution, major, minor, chromaticism, dynamics, timbre, texture,	Introduce by discussing how music is ever present in our lives to influence our thoughts. Analyze how situations are enhanced by music. Discuss use of resources. Brainstorm-where do we hear music, what is it trying to achieve, how does it make you feel? Demonstrate different images with 'wrong' music. In groups decide on a product, suitable music, and a script for a TV advert. Explore backing tracks used for films-how does the music contribute? Use Garageband if desired to add/create to the backing music. The backing music must include student's own tracks using instruments of own choice, and voice, considering dynamics, fading in/out, tempo etc. Video and evaluate outcome.	Listen to adverts on TV/Radio, and consider how the music is used to sell the product. Think about how music technology can be used in adverts. Prepare own part of the script from memory.	Smartboard, Computer, Visualiser, Traffic lights, Question ball Showme boards Applemacs, USB leads, instruments of choice.	*individual help and support to discuss ideas. Writing frame. G&T Use a wide range of musical devices, including harmony, to develop and communicate ideas.	Use of music technology to provide own backing tracks. Problem solving. Using drama skills to sell the product	Working together to produce an advert, considering the customers.