

### Music Year 8 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p><b>Content –</b> <b>Improvisation:</b> <b>Guitar Skills:</b> <b>‘Open E minor Pentatonic Scale’</b> Students learn to play the open E minor Pentatonic scale on guitar using a guitar pick. This is to be learned up and down the guitar and then used to play simple riffs</p>	<p><b>Content -</b> <b>Music History:</b> <b>‘Rock - Genre Study’</b> An in-depth study through classroom content of Rock music what is considered the peak of it's powers. Students will learn about the music, the people behind it and how it commentated on and contributed to popular culture. They will learn about the power of the album and live performance in the medium.</p>	<p><b>Content –</b> <b>Listening:</b> <b>‘Tempo/ Time signature’</b> Pupils will learn about different time signatures and tempo markings across a range of music. We will learn how they’re counted and how to pick them out from a piece of music. Pupils will then be tested on audio examples.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>- To have a broad understanding of scales and their uses in playing and creating music</li> <li>- To appreciate the correct way to play them</li> <li>- To improve pick technique and accuracy</li> <li>- Gain an understanding of pentatonic scales and how they are connected to popular riffs and tunes</li> <li>- Play some popular riffs to see how they can be constructed with this scale</li> <li>- To be introduced to TAB notation now we have more of an understanding of the fretboard</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>- Study what it considered the peak of Rock music</li> <li>- Introduce significant artists from the genre</li> <li>- Listen to how the genre evolved throughout the 1960s into the 1970s</li> <li>- Gain an understanding of the stories of those involved and how it affected society at the time</li> <li>- Find a link to today’s music and how classic Rock shaped what we know of the genre in the 21<sup>st</sup> Century</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>- To have a broad understanding of tempo and it's impact on a song’s mood</li> <li>- To appreciate how time signatures can alter the meter of a song, therefore changing the listener’s perception of the piece</li> <li>- Gain an understanding of different time signatures and tempo markings</li> <li>- To be able to pick them out from audio examples</li> </ul> <p>Understand how many beats fit in a bar dependent on the time signature.</p>
		<p><b>BIG TEST: Foms Quiz on both Tempo and Time Signatures from audio examples.</b></p>
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>

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<p><b>Content -</b> <b>Performance:</b> <b>‘8<sup>th</sup> Note Rests and 16 Beats’</b> Pupils will extend their knowledge from last year’s unit on 8 beats. They will learn about 1/8 rest beats, how they are represented in notation and how they sound. We will also move on to playing 16 beats, building on our knowledge from last year.</p>	<p><b>Content -</b> <b>Keyboard Skills/Composition/Critical Engagement:</b> <b>‘Popular Chord Sequences’</b> Pupils (in groups of 2 where needed) will be given a sheet of commonly used chord sequences in Popular Music songs. They will learn the ‘Nashville Number System’ to see the common threads between many songs they already know. They will be tested after picking a chord sequence that they enjoy the most and will perform it to the class.</p>	<p><b>Content –</b> <b>Analytical/Performance Task:</b> <b>‘Going Undercover’</b> Pupils (in groups of 2 where needed) will research a famous cover version. They will then present or perform (a short segment of their chosen song) to demonstrate their findings. They will analyse the differences in structure, arrangement, texture, timbre, lyrical content and artist delivery between the two versions. If pupils would like to perform the song they can sing it on the stage. Presentations can be; a PowerPoint, spoken word or Performance based.</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>- Study the use of rests in Drum kit playing</li> <li>- Understand how they work within a 4/4 bar and the beat values of each part</li> <li>- Extend knowledge to 16 beats on hi-hat, adding to the difficulty level.</li> <li>- Confidently perform as an ensemble, in time and with good communication</li> <li>- Use and understand drum notation, the stave and which line is assigned to each part of the drum kit they are representing</li> </ul> <p>Play in time with a metronome (click track)</p>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>- To learn, understand and implement the ‘Nashville Number System’ in its most basic form (Key of C)</li> <li>- To recognise the familiar chord sequences an it’s aural response as the listener</li> <li>- Practice the intervals between chord shapes and the possible issues that come with that</li> <li>- Play the appropriate Major or minor chord in the sequence</li> <li>- For higher grades, played in time. This will show the extra necessary practice completed in the pupil’s own time</li> </ul>	<p><b>Development Objectives</b></p> <ul style="list-style-type: none"> <li>- To share personal music tastes and appreciate other’s tastes and preferences</li> <li>- Understand the importance of the artist’s interpretation and their potential differing delivery</li> <li>- Research on a deeper level the Original artist/writer’s reason for writing the song and how it compares to the cover version</li> <li>- Point out the main differences; if sections have been cut or changed or if it has changed genre</li> <li>- Develop performance or presentation skills addressing their classmates</li> </ul>