

Subject: Music	Year: 8	Ability: Mixed
--------------------------	-------------------	--------------------------

Term / Date(s)	HT1	HT2	HT3	HT4	HT5	HT6
Topic	Hip Hop	Electronic Dance Music (EDM)	History of Classical Music	Latin American Music	Music for Advertising	Folk
Topic overview Students will learn...	To ensure students study a wide range of genres, they will learn the different techniques used in hip hop. So they are aware of the historical context, they will explore examples of hip hop and how it relates to its socio-political context. To develop their performance skills, students will learn to perform a range of hip hop tracks on a range of instruments. To develop composition skills, they will write their own lyrics.	To develop their music technology skills, students will learn how to use a Digital Audio Workstation (DAW) to produce electronic dance music (EDM). To develop this knowledge, they will study a range of styles, and examples and techniques within these subgenres. Students will build on their composition skills by using their new knowledge of EDM composition techniques to produce their own piece of EDM.	To deepen students' understanding of historical periods and the Western classical tradition, they will study the history of classical music from Medieval – romantic music. To develop the standard notation and keyboard skills learnt in previous units, they will learn to play Pachelbel's Canon in D. They will perform this piece in a group to develop ensemble performance skills. To build on vocal skills, students will sing outstanding examples from the classical canon.	To continue broadening cultural capital and exposure to a wide range of musical styles, students will learn the musical features and cultural context of samba and salsa music. They will develop their performance skills by learning pieces on percussion and keyboard, and will develop their vocal confidence by singing examples from Latin American music.	Students will learn about music for advertisements so that they can develop their ability to use music technology, while enhancing their composition skills and use of notation. Through studying the features of music for this medium and identifying them in examples, students will deepen their understanding of the elements of music, which, in turn, will support their own composition. The unit will culminate in students producing their own music for an advert, set to a brief.	Students will learn about folk music so that they understand British musical heritage. By learning about a range of folk styles, they can develop an appreciation of the history of music in the British Isles and Ireland. To develop their ensemble performance skills, students will learn a selection of folk pieces and will also sing. To deepen their performance experience, students will perform in ensembles to the class.
Golden Knowledge	<ul style="list-style-type: none"> Rapping: flow, timing, rhyme schemes Hip hop context: New York, poverty, gang culture Rehearsal and performance: timing, leadership, rhythm, structure 	<ul style="list-style-type: none"> Dance music structure: looping and layering texture Sampling/looping: to use samples & loop in DAW Chords: programming Bassline: root note, developed rhythm & passing note bassline Drums: programming, 4-to-the-floor, off-beat hi-hats, backbeat Effects: reverb, delay, chorus 	<ul style="list-style-type: none"> Medieval/Renaissance: Modes Baroque: ground bass Classical: orchestra size, concerto, motif Romantic: orchestra size, programme music Standard notation: reading and performing 5-finger keyboard technique 	<ul style="list-style-type: none"> Latin instrumentation The origins of Latin music Ostinato Call and response Rhythmic notation: reading and performing rhythms Ensemble performance 	<ul style="list-style-type: none"> Jingles Composing jingles Voiceover Underscore: chords (inc. arpeggio & inversion), bassline (root note, developed rhythm, passing note) 	<ul style="list-style-type: none"> Shanties: definition; singing; call & response Ensemble skills: timing; rhythm; leadership; structure British folk roots: history; oral tradition; instrumentation; structure
Components	Students will develop their instrumental skill by learning songs on keyboards, drums, guitars and vocals. Students will develop their rehearsal and ensemble performance skills by rehearsing and performing as part of a group.	Students will develop their understanding of Western pop music by learning the features of different EDM subgenres, such as tempo and prominent features (e.g. bassline/four-on-the-floor), and identify them in classic examples from different styles of EDM.	To understand the features and history of the Western classical tradition, students will learn the features and context of medieval, renaissance, baroque, classical and romantic music. They will apply this knowledge to listening activities.	Students will develop their group ensemble skills by performing as a class, using percussion instruments. Students will recognise the different instruments found in world music through listening and performing, broadening their	Students will study the features of advert music so that they develop their ability to identify features of the elements of music and to inform their composition. (Where possible) To develop the DAW skills learnt in unit 8 (EDM), students will study DAW	Students will study and learn to sing sea shanties to develop their singing & understanding of folk music. Students will learn the history, instrumentation, tradition and culture of British folk music to

	<p>Students will develop their understanding of a range of genres by studying the context and features of hip hop.</p> <p>Students will develop their listening skills by identifying musical features in a range of listening tasks.</p>	<p>Through Bandlab, students will learn the technological compositional tools necessary to produce original and sample-based music on DAWs, such as sequencing basslines and manipulating drum loops.</p>	<p>Students will sing exemplary examples from the Western classical tradition.</p> <p>Students will develop their keyboard and notation skills by learning Pachelbel's Canon in D, as well as modes and a piece by Henry VIII.</p>	<p>understanding of the cultural and historical context of these musical styles.</p> <p>Students will begin to understand the musical features found in world music, which they can apply to other styles and genres of music.</p>	<p>sequencing techniques and apply these in practical tasks.</p> <p>To apply and demonstrate their understanding of the features of music for advertising and their new DAW skills (where possible), students compose music for an advert, set to a brief.</p>	<p>develop their understanding of British music heritage.</p> <p>Students will learn to perform effectively as a group by rehearsing music from the folk music repertoire.</p>
What students should already know (prior learning components)	<p>Students will already have knowledge of:</p> <ul style="list-style-type: none"> • Rehearsal skills and experience performing in front of an audience. • Keyboard skills • The elements of music 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> • Students will have familiarity with music production software following the Year 7 hip hop scheme. • Many students will be familiar with some of the example listening as it is current(ish) and popular. 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> • Standard notation • Five-finger keyboard technique • The instruments of the orchestra • Vocal warm-up techniques • The elements of music 	<p>Students will already have knowledge of:</p> <ul style="list-style-type: none"> • An understanding of rhythm (timing). • An understanding of different world cultures. • Basic understanding of keyboard skills. • Basic rehearsal skills when working as an ensemble; counting in, working together as a group. 	<p>Students will already have a knowledge of:</p> <ul style="list-style-type: none"> • Basic DAW sequencing skills e.g. region creation, looping, note sequencing and drum programming • The elements of music • Basic compositional elements e.g. bassline/chords/melody 	<p>Students will already have knowledge of:</p> <ul style="list-style-type: none"> • Ensemble performance skills from ukulele and drumming schemes • Instrumental experience on ukuleles and keyboards • Understanding of chords and riffs from fusion, ukulele and other schemes
Transferrable knowledge (skills)	<p>A deeper understanding of how a piece of music is structured and use of instruments in different contexts.</p> <p>Students develop performance, rehearsal and ensemble skills which they continue to build upon in following units.</p>	<p>Students will develop: their confidence working with music software; and knowledge of common features of music software interfaces.</p> <p>Students will learn sequencing skills, such as programming drum beats, basslines and chords, that can be built upon in composition units.</p> <p>Students will revisit knowledge of chords and embed these, while developing their knowledge of harmony by learning about basslines.</p> <p>Development of ensemble performance skills which they continue to build upon during other group ensemble projects, in subsequent units.</p>	<p>Students develop ensemble performance skills which they continue to build upon during other group ensemble projects, in subsequent units.</p> <p>Students will develop their listening and appraising skills by identifying techniques when listening to music.</p> <p>Students will embed their standard notation skills, which they will use in later units.</p> <p>Students will embed their knowledge of the elements of music, which they will use in subsequent units.</p>	<p>Students develop ensemble performance skills which they continue to build upon during other group ensemble projects, in subsequent units.</p> <p>Students will develop their listening and appraising skills by identifying techniques when listening to music.</p> <p>Students will continue to embed their ability to read music by reading standard notation.</p>	<p>Students will develop their understanding of the elements of music, which they use throughout KS3.</p> <p>Students will develop their technology skills through deepening their ability to sequence in a DAW.</p> <p>Students will develop their compositional skills through applying their knowledge of technology and the elements of music to produce their own musical product.</p>	<p>Students will enhance their ensemble performance skills.</p> <p>Students will develop their ability on an instrument by focusing on ukulele or keyboard/and voice.</p> <p>Students will develop their singing.</p>
Key vocabulary pupil will know and learn	Rhythm, flow, breakbeat, rap, instruments (brass, strings, percussion), turntables, scratching, MC, DJ, sampling.	Drum 'n' bass, techno, reggaeton, house, loop, programming, sequencing, chopping, panning, effects, EQ, filtering, drop, mix.	Medieval, renaissance, baroque, classical, romantic, ground bass, ornamentation, elements of music keywords	Ostinato, surdo, improvisation, call and response, polyrhythm, montuno, clave, samba, salsa, carnival	DAW, sequencing, program, jingle, advertisement, brief, arpeggio, inversion, hook, melody, export, bassline, chords, harmony.	Shanty, call & response, round, oral tradition, timing, rhythm

Assessment activities	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Final performance of a DJ hip hop track incorporating skills learnt during the unit.</p> <p>Knowledge test including listening questions.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Regular demonstrations of student compositions and the ends/mid-points of lessons.</p> <p>Final composition, drawing together all the elements studied: looping/sampling; basslines; chords, drum beats; mixing.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge learnt.</p> <p>Mid-point/summative ensemble performance.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge learnt at the end of the unit.</p> <p>Summative ensemble performance at the end of the unit.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of the elements of music taught.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Knowledge test to review knowledge learnt.</p> <p>Practical tasks within lessons, before a final composition set to a brief.</p>	<p>Continuous 'live' formative assessment within the lesson through ongoing verbal feedback each lesson of WWW and EBI to check students understanding of key vocabulary.</p> <p>Low stakes testing as part of starter activities to check students understanding of prior learning and new knowledge.</p> <p>Final performance of a folk track incorporating skills learnt during the unit.</p> <p>Knowledge test.</p>
Resources available	<p>https://www.youtube.com/watch?v=VhChJ4sEw84 "Conditions in the Bronx"</p> <p>https://www.youtube.com/watch?v=CQoC_PKxS-Y "The Birthplace of Hip Hop"</p> <p>"Rapper's Delight" – Sugar Hill Gang</p> <p>Further listening opportunities contained in PowerPoints</p> <p>Singing (rapping) opportunities: "Rapper's Delight" – Sugar Hill Gang</p>	<p>Bandlab (useable on PCs, iMacs and tablets)</p> <p>Luis Fonsi – Despacito Daft Punk – Around the World Space Cowboy – Jamiroquai Moving With You – Netsky Solar System – Sub Focus</p>	<p>Pachelbel's Canon in D Lead sheets Further singing and listening opportunities contained in PowerPoints.</p>	<p>Samba drums Lead sheets Listening activities contained within PowerPoints</p>	<p>Garageband/iMacs/iPads</p> <p>Listening activities contained within PowerPoints</p> <p>Task cards for practical tasks contained within PowerPoints.</p>	<p>Ukuleles Keyboards Lead sheets PowerPoints</p>
Notes Why this topic is important...	<p>This topic is essential as it builds upon group performance skills that students will need throughout KS3.</p> <p>Students will understand the purpose of music in different contexts and how they can be fused together to create new music.</p> <p>Students will have the opportunity to develop their confidence and performance skills through performing.</p>	<p>This topic builds on the students' understanding of music software, first embedded in the Year 7 Hip Hop scheme. Students will continue to build on these skills, through opportunities in the Film Music Scheme and at Key Stage 4.</p> <p>Students will learn technological skills they aren't often exposed to in instrument-based schemes, such as mixing and editing techniques, as well as learning to program their own music.</p>	<p>This topic is a key introduction to the Western classical tradition. In music, this will have a significant contribution to students' cultural capital.</p> <p>Pachelbel's Canon in D will develop and stretch the keyboard technique that students have been learning up to this point, while enhancing their strength with reading standard notation.</p>	<p>This topic provides students with the opportunity to perform as an ensemble, using a range of percussion instruments, thus improving their awareness and understanding of the role of each instrument in an ensemble.</p> <p>This topic introduces students to important musical features such as ostinato and polyrhythm, which are found in many pieces of music. This knowledge links directly to composition and will be utilised when students begin to compose in subsequent units.</p>	<p>This topic builds on the key technology skills initially taught in Unit 8 (EDM). It strengthens their understanding of the key skills, such as drum programming, while building on them by introducing more complex techniques, such as the use of quantisation.</p> <p>This topic introduces students to a wider range of music making, stepping out of music for consumption to look at more functional types of music in a practical setting</p>	<p>Folk music is a key pillar of British music heritage. By learning about its history and traditions, students are developing their cultural capital.</p> <p>Students develop their ensemble performance skills by performing in ensembles with more than one instrument and focusing on timing.</p> <p>This unit has a focus on singing; promoting and developing the use of students' voices in an ensemble setting.</p>