

## Year 8 Music Mid Term Plan

|                           | Autumn 1                                                                                                                                                                                                          | Autumn 2 | Spring 1                                                                                                                             | Spring 2 | Summer 1                                                                                                                                                                                      | Summer 2 |
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| <b>Topic</b>              | Film Music                                                                                                                                                                                                        |          | Music Technology: EDM                                                                                                                |          | What makes a good song?                                                                                                                                                                       |          |
| <b>Big Ideas</b>          | Performing<br>Musical Elements<br>Music for different purposes                                                                                                                                                    |          | Musical Elements<br>Music Technology                                                                                                 |          | Performing<br>Musical Elements<br>Music Technology                                                                                                                                            |          |
| <b>Learning Goals</b>     | To be able to perform fluently and confidently on the keyboard, using treble clef notation<br>To be able to describe how film music uses musical elements                                                         |          | To be able to use music technology to input parts, manipulate loops and use editing techniques and effects                           |          | To be able to perform as part of a small ensemble, using a variety of different parts and instruments                                                                                         |          |
| <b>Key Knowledge</b>      | Layout of the keyboard<br>Right hand playing position<br>Treble clef notation<br>Rhythmic symbols<br>Major/minor chords<br>Syncopated rhythms<br>Chromatic notes<br>Musical elements                              |          | Layout and features of a DAW<br>Structure of a song<br>Creating a drum rhythm<br>Using loops<br>Applying effects<br>Using automation |          | Layout of the keyboard<br>Right hand playing position<br>Treble clef notation<br>Rhythmic symbols<br>Chord/triad<br>Ukulele playing position<br>Ukulele chords<br>Drum kit rhythm playing     |          |
| <b>Key Vocabulary</b>     | Keyboard, treble clef, crotchet, minim, semibreve, quaver, rhythm, pitch, chord, melody, octave, stave<br>Leitmotif, instrumentation, dynamics, tempo, chromatic, genre, composer, harmony, texture, articulation |          | DAW, effect (FX), reverb, echo, delay, automation, structure, bass drop/beat drop, loops, filter, bpm, distortion, transport bar     |          | Melody, chords, riff, ukulele, keyboard, rhythm, syncopated, offbeat, bass note/bass line, ensemble, texture, verse, chorus, structure, hook                                                  |          |
| <b>Assessment</b>         | Practical assessment of keyboard playing at end of topic<br>Self-assessment<br>Live teacher feedback<br>Do Now<br>Knowledge quizzes<br>Exit Ticket                                                                |          | Assessment of composition at end of topic<br>Self-assessment<br>Live teacher feedback<br>Do Now<br>Knowledge quizzes<br>Exit Ticket  |          | Practical assessment of keyboard, ukulele and/or drum kit playing at end of topic<br>Self-assessment<br>Live teacher feedback<br>Do Now<br>Knowledge quizzes<br>Exit Ticket                   |          |
| <b>Performing mastery</b> | I can perform accurately, fluently and confidently.<br>I can demonstrate a mature approach to practice.<br>I can use musical language to describe my work.<br>I can use notation confidently.                     |          |                                                                                                                                      |          | I can perform accurately, fluently and confidently.<br>I can demonstrate a mature approach to practice.<br>I can use musical language to describe my work.<br>I can use notation confidently. |          |

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| <b>Composing mastery</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>I can make music appropriate to the style.</p> <p>I can make use of a variety of structures.</p> <p>I can use music technology effectively.</p> <p>I can compose independently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Listening and appraising mastery</b>                        | <p>I can describe music in detail using the musical elements.</p> <p>I can identify musical devices.</p> <p>I can explain links between different pieces of music.</p> <p>I can make judgements and comparisons between music.</p>                                                                                                                                                                                       | <p>I can describe music in detail using the musical elements.</p> <p>I can identify musical devices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>I can describe music in detail using the musical elements.</p> <p>I can identify musical devices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Links to KS3 National Curriculum</b>                        | <p>Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians.</p> | <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> | <p>Play and perform confidentiality in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> |
| <b>Links to KS4 – OCR GCSE Music J536</b>                      | <p>AO1 – perform with technical control, expression and interpretation</p> <p>AO3 – demonstrate and apply musical knowledge</p> <p>AO4 – use appraising skills to make evaluative and critical judgments about music</p> <p>AoS 4 – Film Music</p>                                                                                                                                                                       | <p>AO2 – compose and develop musical ideas with technical control and coherence</p> <p>AO3 – demonstrate and apply musical knowledge</p> <p>AO4 – use appraising skills to make evaluative and critical judgments about music</p> <p>AoS 5 – Conventions of Pop</p>                                                                                                                                                                                                                                                                                                                                                                                         | <p>AO1 – perform with technical control, expression and interpretation</p> <p>AO3 – demonstrate and apply musical knowledge</p> <p>AO4 – use appraising skills to make evaluative and critical judgments about music</p> <p>AoS 5 – Conventions of Pop</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Values</b>                                                  | <p><b>Character, Continuous Improvement, High Expectations, Knowledge and Leadership</b></p> <p>Resilience through individual practice of an instrument skill</p> <p>Respect of classroom expectations and the expectations of using musical instruments safely</p> <p>Leadership in ensemble playing</p>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Alignment with long term plans and knowledge organisers</b> | <p>The mid term plan reflects the progression and content outlined in the long-term plan.</p> <p>Key vocabulary is reflected in the knowledge organisers</p> <p>Practical and theoretical elements are consistently aligned with the skills assessed in the KS4 curriculum.</p>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>Context</b>          | These units of work follow on from the units of work in year 7, further developing keyboard and ukulele skills, whilst introducing the use of music technology |
| <b>Memory retrieval</b> | Do Now activities, knowledge quizzes, cold-calling, think/pair/share, recap of previous tasks, building on topics as the year progresses                       |