

Year 8	1. Let it Be - The Beatles
Prior learning	<p>Year 7:</p> <p>Programme Music - Pictures at an Exhibition Mussorgsky - Elements of Music - MAD T Shirt</p> <p>Classical Music - Ode to Joy - Beethoven - explored percussion instruments, singing and keyboards</p> <p>Jazz - Swing - Bare Necessities/ I wanna be like you. - Singing/ instrumental work/ rhythmic foundations</p> <p>Drumming - Samba/ West African Rhythms - broader understanding of rhythm, time-keeping, ostinato composition</p> <p>Composition - Initial ideas in Chord Sequences, melody, bass lines, Rhythmic composition</p> <p>Popular Music - Halo by Beyonce - Arpeggios, group performance, singing,</p>
Rationale	<p>This unit is based around the performance of a classic song by the Beatles. We are developing use of both hands when performing, building on and extending the range of guitar chords and bass notes. It is a good basis from which to explore classic melody writing, dynamic contrast and effective use of instrumental textures. Students develop their ability to work as part of a group and to take leadership roles within the unit. Students are assessed on their ability to play accurately, with the correct rhythm and also to collaborate with others.</p>
Vocabulary	<p>Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) Rock/ Pop/ 60s/</p>
SEND	<p>Introducing SENDsational 6</p>
Key assessments	<p>Practical assessment - Let it Be</p> <p>Theory Assessment on the use of Melody/ Articulation/ Dynamics in Let it Be</p>
EDSM	<p>E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.</p>

Year 8	2. Hallelujah - Leonard Cohen
Prior learning	Year 7 plus: Let it Be - The Beatles - In depth study of structure/ texture through listening. Development of Instrumental playing and potentially harmony singing.
Rationale	This piece develops students' previous experience of working collaboratively. It extends the breadth of knowledge for our students by introducing the 6/8 time signature and therefore their time-keeping/ counting. The piece is an excellent example of modern lyricism and an opportunity to examine the poetry of Leonard Cohen. Students are assessed on Rehearsal Technique, Performance Skills and Accuracy.
Vocabulary:	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture)
Key assessments	Performance: Hallelujah - Leonard Cohen Theory Assessment - Use of Texture/ Structure/ Harmony in Hallelujah
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 8	3. Rap/ Hip-Hop
Prior learning	Year 7 plus Let it Be - Beatles Hallelujah - Leonard Cohen
Rationale	The study of Hip Hop continues from Yr 7 where the students were introduced to Drumming in Term 3 and Popular Music in Term 6. Through Eminem's Lose Yourself we particularly investigate his use of Instrumentation, Rhythm and Texture. As with all of our performance units this is done on mixed instrumentation - Drums/ Piano/ Guitar/ Vocals
Vocabulary	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) . Lyrics/ Flow/ Rhymes/ Beat
SEND	<u>Introducing SENDsational 6</u>
Key assessments	Performance: Lose Yourself - Eminem Theory Assessment: Use of Instrumentation/ Rhythm / Texture in Lose Yourself
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 8	4. Reggae
Prior learning	<p>Year 7 plus</p> <p>Let it Be - Beatles</p> <p>Hallelujah - Leonard Cohen</p> <p>Rap/ Hip-Hop - Lose Yourself by Eminem</p>
Rationale	<p>Reggae holds a unique place in the History and Geography of Music and is an essential ingredient of Musical culture.</p> <p>Students will perform a classic Reggae tune (Johnny Too Bad by the Slickers). They will explore the key Rhythmic features of the style including the One Drop/ Bubble/ Chop etc and discover the heavy use of Syncopation within the style.</p>
Vocabulary:	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) and ostinato. Bubble/ Chop/ Ska/ One Drop/ Syncopation
Key assessments- name the assessments	<p>Performance: Johnny Too Bad - The Slickers</p> <p>Theory Assessment: Use of Rhythm, Instrumentation and Texture in Johnny Too Bad.</p>
EDSM	<p>E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.</p>

Year 8	5. Composition
Prior learning	Year 7 plus Let it Be - Beatles Hallelujah - Leonard Cohen Rap/ Hip-Hop - Lose Yourself by Eminem Reggae - Johnny Too Bad by the Slickers
Rationale	Focus on Composition and development of ideas both individually and as a Group. The students are exposed to a number of different examples of successful Chord Sequences, Melodies, Drum beats and Bass lines. They are then given tasks in which to create their own pieces of music. This Unit is directly linked to the future use of such skills in Yr 10/11 when Composition becomes an integral part of their curriculum with a focus on stylistic and cultural elements in the Music of the 20th century.
Vocabulary:	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture)
Key assessments	Performance: Own Compositions Evaluation of 3 elements within their pieces.
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.

Year 8	6. R&B: Son of a Preacher Man - Dusty Springfield
Prior learning	Year 7 plus Let it Be - Beatles Hallelujah - Leonard Cohen Rap/ Hip-Hop - Lose Yourself by Eminem Reggae - Johnny Too Bad by the Slickers Composition
Rationale	One of the greatest songs of all time influencing many subsequent artists and taking influence from Soul legend Aretha Franklin - this piece encapsulates several challenging elements for our year 8 performers whether as a guitarist, singer, drummer keyboardist or Bass player.
Vocabulary:	Keywords MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture) and ostinato.
Key assessments	Performance: Son of a Preacher Man - Dusty Springfield Theory Assessment: End of Year
EDSM	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.