

Year group 8 (Term 4)	Composition: Song-Writing
Prior learning- linked to National curriculum	Programme Music - Pictures at an Exhibition Mussorgsky - Elements of Music - MAD T Shirt Marches - Oh When the Saints - basic skills in performing, composing and playing a simple rhythm Drumming - Samba/ West African Rhythms - broader understanding of rhythm, time-keeping, ostinato composition Folk Music - Volga Boat Song - simple 5-finger tune on keyboards and had opportunities to specialise on other instruments Blues - Cops and Robbers - Students have also been introduced to notation (reading and writing). Classical Music - Ode to Joy - Beethoven - explored percussion instruments, singing and keyboards. Simple notation/ 5-finger technique Let it Be - The Beatles - In depth study of structure/ texture through listening. Development of Instrumental playing and potentially harmony singing. Ballads - Hallelujah - Focus on Chords, voicings and Inversions. Focus on Rehearsal Technique, and Further instrumental Performance skills. There is an extended range of notes and a development in terms of the range of chords required for a complete performance. Classical Music: Winter - Vivaldi and Pavane - Faure. Score reading, Timing/ Tempo, Concentration, Key Signatures and Accidentals, Counter-Melody, Phrasing
Covid gaps	As above
Rationale	The focus on Song-Writing is a crucial focus of ours into 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)
Cultural Capital:	We use a variety of classic song compositions from different eras in Popular Music and more contemporary pieces in the development phase of their compositions so that Students can develop their own understanding of the history of composition. This is a vital element in modern musicianship and one of the UKs biggest cultural outputs.
Key assessments- name the assessments	Formative assessments: 1 Chord Sequences - Verse, Chorus 2 Melody Writing, 3 Summative practical assessment on the performance of their own original Composition - main foci: effective Chord progressions, Melody, Structure and Lyrics. Both elements of composition and Performance of that composition.
What do children know/ can do now (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.
What amendments are you going to make following evaluation of this module?	<i>Possible inclusion of a listening focus activity- eg U2 With or Without You - looking in detail at use of 4 chords and simple, effective, sing-along melody writing. Lyrics - development of this element.</i>