




# Music


## Key Stage 3 Framework for Learning

### Year 8 2016-2017: Creative Foundations

#### Autumn 1

<b>Knowledge</b>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>• Compositional techniques used in film music</li> <li>• Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura)</li> <li>• Playing Techniques</li> </ul> <p><b>KS4 Link: GCSE: Western Classical Tradition since 1910 and Popular Music</b></p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understanding how to compose to a set stimulus</li> <li>• Learning how to develop a composition</li> <li>• Aurally identifying ornamentation and playing techniques within a piece of music</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: based on a scene from the 'Woman In Black'</li> <li>• Listening and Appraising: listening test on Film Music key words, ornamentation and playing techniques</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in Battle of the Bands</li> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals)</li> </ul>
<b>Character</b>	<p><b>QofS – Curiosity</b> <b>CV – Self-Help &amp; Self Responsibility</b></p> <p>Learning about how film musicians compose, independent learning composing a piece of film music</p> 


#### Autumn 2

<b>Knowledge</b>	<p><b>Cover Songs</b></p> <ul style="list-style-type: none"> <li>• Notes of the treble clef</li> <li>• Notes of the bass clef</li> <li>• How to perform chords and melodies</li> <li>• Different genres of music</li> <li>• How to create an arrangement</li> </ul> <p><b>KS4 Link: GCSE: Pop Music 1990's to present</b></p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Performance skills on Ukulele</li> <li>• Reading chords</li> <li>• Listening and Analysing music (based on the 8 mark GCSE Questions)</li> <li>• Arranging skills</li> <li>• Singing performance skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance Assessment: Ukulele</li> <li>• Composition: Arrangement of cover song on ukulele</li> <li>• Listening and Appraising: Comparing two versions of the same song</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals)</li> <li>• Performance in the Winter Concert</li> <li>• Performance in the musical</li> <li>• Performance in End of Year assemblies</li> <li>• Ukulele unit to help lessen the cultural deficit</li> </ul>
<b>Character</b>	<p><b>QofS – Creativity &amp; Motivation</b> <b>CV –Solidarity &amp; Social Responsibility</b></p> <p>Being creative by turning an existing song into a cover</p> 


#### Spring 1

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Hip Hop</b></li> <li>• International impact of Hip Hop</li> <li>• Composition skills when using Logic</li> <li>• Sequencing and MIDI</li> </ul>
------------------	---



	<ul style="list-style-type: none"> <li>Composing using Music Technology</li> <li>Composing using chords, melodies, ostinatos, rhythms</li> </ul> <p><b>KS4 Link: NCFE: Unit 2 Creating Music (Hip Hop)</b></p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Understanding the international impact of Hip Hop</li> <li>Composing using MIDI and sequencing in Logic</li> <li>Composing using step-by-step input in order to create a piece based on chords, melodies, ostinatos and rhythms</li> <li>Listening &amp; Appraising Hip Hop music</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Composition: Hip Hop piece on Logic</li> <li>Listening and Appraising: Hip Hop listening test and contextual information</li> </ul>	
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>Participation in the X-Factor</li> </ul>	
<b>Character</b>	<p><b>QofS – Resiliency &amp; Practice</b> <b>CV – Equality &amp; Equity</b></p> <p>Learning about the resilience of those who started Hip Hop in the Bronx and the unjust society at the time</p>	


## Spring 2

<b>Knowledge</b>	<p><b>UK Folk Music</b></p> <ul style="list-style-type: none"> <li>Cultural aspect of Folk Music</li> <li>Variations on a Theme</li> <li>How to use MIDI in order to input an extract of an existing folk piece into Logic and then using composition development techniques to create variations on a theme</li> </ul> <p><b>KS4 Link: GCSE: Western Classical Tradition 1650-1910 and Traditional Music</b></p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Sequencing MIDI</li> <li>Step by Step Input</li> <li>Learning how to create a variation on a theme</li> <li>Using Automation data in Logic</li> <li>Listening and Appraising skills based on variations on a theme (Western Classical Tradition) and UK Folk music (Traditional Music)</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Composition: theme and variations based on a folk song</li> <li>Performance: of a UK folk song</li> <li>Listening and Appraising test including contextual information</li> </ul>	
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> </ul>	
<b>Character</b>	<p><b>QofS – Optimism &amp; Empathy</b> <b>CV – Openness &amp; Honesty</b></p> <p>Optimism in UK Folk music, honesty about your cultural background and beliefs and spirituality, empathizing with others who have different beliefs</p>	

## Summer 1

<b>Knowledge</b>	<p><b>Game On!</b></p> <ul style="list-style-type: none"> <li>Understanding how to compose a fanfare</li> <li>Notes of the treble clef</li> <li>Notes of the bass clef</li> <li>Textures in Music</li> <li>Tempo markings</li> <li>Composing to a stimulus</li> <li>Tonality</li> </ul> <p><b>KS4 Link: GCSE: Western Classical Tradition 1650-1910</b></p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Listening &amp; appraising fanfares (Western Classical Tradition)</li> <li>How to sequence MIDI</li> <li>- Composing using a variety of melodic development techniques</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Composition: fanfare composition in Logic</li> <li>Listening test: based on textures, tempo markings found in Western Classical Music 1650-1910</li> </ul>	
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>Participation in Chorlton Arts Festival activities inside and outside of the classroom (TBC)</li> <li>Participation in Z Arts workshops as part of Chorlton Arts Festival Week</li> <li>Participation in Composers and Choreographers and Chorlton Young Musician</li> </ul>	
<b>Character</b>	<p><b>QofS – Reflection</b></p>	



	<p><b>CV – Caring for Others &amp; Self-Help</b></p> <p>Reflection on what makes a successful fanfare, peer teaching and learning through group composing activities</p>	
<b>Summer 2</b>		
<b>Knowledge</b>	<p><b>World Music – Reggae</b></p> <ul style="list-style-type: none"> <li>• Understanding characteristics of Reggae/Caribbean music</li> <li>• Composing in Sibelius</li> <li>• Notes of the treble clef</li> <li>• Notes of the bass clef</li> <li>• Composing using chord sequences, bass lines and melodies</li> </ul> <p><b>KS4 Link: GCSE: Traditional Music</b></p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Composition skills in Sibelius: chords, bass line and melodies</li> <li>• Dynamics</li> <li>• Compositional development techniques</li> <li>• Listening and Appraising Reggae Music</li> <li>• Improvisation using scales</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: Reggae composition on Sibelius</li> <li>• Listening and Appraising: End of Year exam</li> </ul>	
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>• Participation in the Summer Music Concert</li> <li>• ELE Day enrichment activities – performing in the Graduation Festival</li> </ul>	
<b>Character</b>	<p><b>QofS – Responsibility</b> <b>CV – Democracy</b></p> <p>Responsible learners – understanding the history of Reggae Independence when composing a Reggae piece Resiliency – using new software and composing using music notation</p>	