




Music

Key Stage 3 Framework for Learning

Year 8 2017-2018: Creative Foundations

Autumn 1

Knowledge	<p>Film Music</p> <ul style="list-style-type: none"> • Compositional techniques used in film music • Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura) • Playing Techniques <p>KS4 Link: GCSE: Western Classical Tradition since 1910 and Popular Music.</p>
Skills	<ul style="list-style-type: none"> • Understanding how to compose to a set stimulus • Learning how to develop a composition • Aurally identifying ornamentation and playing techniques within a piece of music
Assessment	<p>Marking Point 1 Listening and Appraising: listening test on Film Music key words, ornamentation and playing techniques</p> <p>Marking Point 2 Film Music project (HL)</p>
Cultural enrichment	<ul style="list-style-type: none"> - Participation in Battle of the Bands - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals) - Cultural context around Western Classical Music and film techniques
Character	 <p>QoS – Optimism</p> <p>Learning about how film musicians compose, being optimistic when composing a piece of film music.</p>

Autumn 2

Knowledge	<p>Cover Songs</p> <ul style="list-style-type: none"> • Notes of the treble clef • Notes of the bass clef • How to perform chords and melodies • Different genres of music • How to create an arrangement <p>KS4 Link: GCSE: Pop Music 1990's to present.</p>
Skills	<ul style="list-style-type: none"> • Performance skills on Ukulele • Reading chords • Listening and Analysing music (based on the 8 mark GCSE Questions) • Arranging skills • Singing performance skills
Assessment	<p>Marking Point 1 Performance Assessment: Ukulele</p> <p>Marking Point 2 Listening and Appraising: Progress Test</p>
Cultural enrichment	<ul style="list-style-type: none"> - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals) - Performance in the Winter Concert - Performance in the musical - Performance in End of Year assemblies - Ukulele unit to help lessen the cultural deficit



<p>Character</p>	<div data-bbox="405 327 481 412" data-label="Image"></div> <p>QoS – Empathy</p> <p>Empathizing with others who have different ideas when creating versions of cover songs.</p>
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Spring 1

<p>Knowledge</p>	<ul style="list-style-type: none"> • Hip Hop • International impact of Hip Hop • Composition skills when using Logic • Sequencing and MIDI • Composing using Music Technology • Composing using chords, melodies, ostinatos, rhythms <p>KS4 Link: NCFE: Unit 2 Creating Music (Hip Hop).</p>
<p>Skills</p>	<ul style="list-style-type: none"> • Understanding the international impact of Hip Hop • Composing using MIDI and sequencing in Logic • Composing using step-by-step input in order to create a piece based on chords, melodies, ostinatos and rhythms • Listening & Appraising Hip Hop music
<p>Assessment</p>	<p>Marking Point 1 Composition: Hip Hop piece on Logic</p> <p>Marking Point 2 Listening and Appraising: Hip Hop listening test and contextual information</p>
<p>Cultural enrichment</p>	<ul style="list-style-type: none"> - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Cultural understanding of the cultural, political and social factors influencing the development of Hip Hop
<p>Character</p>	<div data-bbox="384 1218 462 1303" data-label="Image"></div> <div data-bbox="501 1218 579 1303" data-label="Image"></div> <p>QoS – Creativity & Curiosity</p> <p>Learning about the resilience of those who started Hip Hop in the Bronx and the unjust society at the time and being creative in producing a piece of Hip Hop music.</p>


Spring 2

<p>Knowledge</p>	<p>UK Folk Music</p> <ul style="list-style-type: none"> • Cultural aspect of Folk Music • Variations on a Theme • 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 <p>KS4 Link: GCSE: Western Classical Tradition 1650-1910 and Traditional Music.</p>
<p>Skills</p>	<ul style="list-style-type: none"> • Sequencing MIDI • Step by Step Input • Learning how to create a variation on a theme • Using Automation data in Logic • Listening and Appraising skills based on variations on a theme (Western Classical Tradition) and UK Folk music (Traditional Music)
<p>Assessment</p>	<p>Marking Point 1 Listening and Appraising: Progress Test</p> <p>Marking Point 2 Performance of a UK folk song</p>



Cultural enrichment	- Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Cultural understanding of UK folk music
Character	 <p>QofS – Responsibility & Reflection</p> <p>Reflection about different cultural backgrounds when researching UK folk music and being responsible when performing an individual version of a folk song.</p>


Summer 1

Knowledge	<p>Game On!</p> <ul style="list-style-type: none"> • Understanding how to compose a fanfare • Notes of the treble clef • Notes of the bass clef • Textures in Music • Tempo markings • Composing to a stimulus • Tonality <p>KS4 Link: GCSE: Western Classical Tradition 1650-1910.</p>
Skills	<ul style="list-style-type: none"> • Listening & appraising fanfares (Western Classical Tradition) • How to sequence MIDI • Composing using a variety of melodic development techniques
Assessment	<p>Marking Point 1 Game music composition in Logic</p> <p>Marking Point 2 Listening test based on tempo markings</p>
Cultural enrichment	Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Participation in Chorlton Arts Festival activities inside and outside of the classroom - Participation in Z Arts workshops as part of Chorlton Arts Festival Week - Participation in Composers and Choreographers and Chorlton Young Musician
Character	 <p>QofS – Practice & Resiliency</p> <p>Resiliency when using Logic to create a piece of Gaming Music, practice on Logic.</p>

Summer 2

Knowledge	<p>World Music – Reggae</p> <ul style="list-style-type: none"> • Understanding characteristics of Reggae/Caribbean music • Composing in Sibelius • Notes of the treble clef • Notes of the bass clef • Composing using chord sequences, bass lines and melodies <p>KS4 Link: GCSE: Traditional Music.</p>
Skills	<ul style="list-style-type: none"> • Composition skills in Sibelius: chords, bass line and melodies • Dynamics • Compositional development techniques • Listening and Appraising Reggae Music • Improvisation using scales



Assessment	Marking Point 1 Listening and Appraising: Progress Test Marking Point 2 Reggae composition on Sibelius
Cultural enrichment	Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Participation in the Summer Music Concert - ELE Day enrichment activities – performing in the Graduation Festival -Cultural understanding of Reggae music
Character	 QofS – Motivation Understanding the history of Reggae. Independence when composing a Reggae piece. Motivation – using new software and composing using music notation.