

OVERVIEW

In Year 8, students will broaden their understanding of the interrelated musical dimensions through whole class ensemble work playing a range of different band instruments such as keyboards, guitars, bass guitar, drums, glockenspiels, percussion. They will encounter a range of genres, including: Classical, Romantic, Reggae, Mento, Ska, West African drumming, Blues and Jazz, RnB and Rock n Roll.

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Tonality and Structure

- Study of two 'set work' performance pieces: 'In the Hall of the Mountain King' by Grieg and 'New World Symphony' by Dvorak.
- Understand the difference between a major and minor scale through aural identification
- Composing a binary form rhythm accompaniment and rehearse a binary form piece
- Diatonic and chromatic, and the chromatic scale
- Use of articulation in music, polishing a performance using articulation
- Understanding the Pentatonic Scale
- Ternary form, Playing the theme from the New World Symphony. Writing a melody
- Theme and variations, how to alter a theme, understanding melodic development and reviewing scales

Assessment:

- Composition – melodic development based on 'New World Theme, showing a secure understanding of appropriate notations.

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Ensemble Musician

- Study of a variety of popular song styles, starting with music from Jamaica (mento, ska and reggae) – through listening activities (analysis, and playing by ear) developing as ensemble musicians
- Off beat skank rhythms and develop improvised rhythms in Reggae style.
- 'Three Little Birds' students learn about major chords, chord positions/inversions and add to their chord repertoire
- 'Wake Me Up', students learn about minor chords and review inversions. (G major, and chord vi in D major - b minor)
- 'Blinding Lights' to secure their understanding of harmonic rhythm
- Review riffs/melodic phrases and pentatonic scales
- Class ensemble/s build towards performance by learning about instruments in a band and their roles

Assessment:

- Whole class performance or ensemble groups.
- Co-ordinate their musical role with other performer(s), considering timing and balance

Sum

The Creative Musician

- Development of black music in America through listening, appraising and performance work.
- Learn about the historical context and musical features. Call and response song – as a class or small groups
- Analyse structure of a blues verse and writing lyrics – vocal composition.
- Features of the 12 Bar Blues – harmonic structure of a 12 bar blues, 'dominant 7th' chords and instrumentation
- The development of Jazz – from Ragtime, to Dixieland to the Big Band era
- Learn a head arrangement as a class- C Jam Blues and begin to improvise
- Rhythm and Blues, Rock and Roll, listening examples and review of styles
- Learn about three important figures in Jazz improvisation (Louise Armstrong, Charlie Parker and Miles Davis).

Assessment:

- Take part in group performances of Blues Songs/Jazz music showing development and understanding of the skills needed to create such music e.g., 12-Bar Blues Chord Pattern, Improvisation, Structure etc

Useful resources for supporting your child at home:

[KS3 Music - BBC Bitesize](#)

[Yr 8 SCA Knowledge Organiser Booklet](#)

musictheory.net

[Chrome Music Lab \(chromeexperiments.com\)](http://chromeexperiments.com)

Homework:

Weekly practice on Instruments.

Please see ASPIRE timetable for music clubs and practice sessions