

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Music

YEAR: 8

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Live Lounge 1	To understand the key features of Live Lounge and radio shows.	Identification of features of a radio show and musical analysis of Live Lounge songs in comparison to originals.		Self and peer informal assessment.
Live Lounge 2	To analyse the key features of radio shows and the use of elements of music.	Written listening assessment, answering the question "Review this piece of radio show, commenting on the key features and elements of music."		Teacher assessed. Graded task. Teacher feedback.
Composition 1	To understand building major and minor chords and cadences.	Recap/learn building of major/minor chords. Building chords exercise. Learn to recognise 4 main cadences. Begin to compose jingle in small groups.		Self and peer informal assessment.
Composition 2	To use a cadence in a composition.	Continue to compose jingle in small groups, adding a cadence at one point and percussion as extension.		Self and peer informal assessment.
Composition 3	To record a composition using GarageBand.	Complete composition and record on GarageBand for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.
Performance 1	To develop understanding of building and performing extended chords.	Recap building of chords and looking at 7th and sus 4 chords. Exercise in building these. Rehearsal of song using chords for performance.		Self and peer informal assessment.

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Performance 2	To develop performance skills using extended chords.	Rehearsal of song using chords for performance.		Self and peer informal assessment.
Performance 3	To develop performance skills for recorded performance.	Recorded performance using GarageBand. Start writing script.	Complete your radio show script.	Teacher assessed. Graded task. Teacher feedback.
Script	To develop reading aloud skills.	Practise reading aloud activity before recording scripts for final radio show.		Self and peer informal assessment.
Music Technology	To improve your use of GarageBand to create an edited radio show.	Use of GarageBand to put together all elements of the radio show, including jingle, script, performance and other pre-recorded music.	Write an analysis of your radio show, mentioning the elements of music and the key features of radio shows.	Self and peer informal assessment.
Chords 1	To recap building all types of chord.	Recap of building all previous types of chord. Building chord activity. Performance activity of major tonality.		Self and peer informal assessment.
Chords 2	To recap building and playing all types of chord.	Recap of building all previous types of chord. Building chord activity. Performance activity of major tonality.		Self and peer informal assessment.

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
British Pop 1	To understand the context of the ukulele and how to play 4 chords on this.	Learning of the context of the ukulele and 4 major chords on this.		Self and peer informal assessment. Teacher feedback.
British Pop 2	To develop knowledge of chords on the ukulele and practise a more fluent strumming technique.	Recap of 4 major chords, rearranged into another sequence to play Riptide and then learning of a new chord to play Get Lucky. Refinement of strumming technique.		Self and peer informal assessment. Teacher feedback.
British Pop 3	To perform a set piece on the ukulele for assessment purposes.	Performance in groups of 4 chord song for assessment.	Write an evaluation of your performance today - what went well and how could you improve?	Teacher assessed. Graded task. Teacher feedback. Pupils self evaluation.
British Pop 4	To perform using a picked method rather than a strumming method.	Performance in groups of 4 chord song for assessment.		Self and peer informal assessment. Teacher feedback.
African Drumming 1	To recognise layering and different musical textures.	Introduction to African drums and context. Layered drumming performance, starting with single layer (monophonic) and ending with 6 (polyphonic).		Self and peer informal assessment. Teacher feedback.
African Drumming 2	To understand what call and response is and perform and compose a piece of music using this.	Recognition of call and response and performance of some well known pieces of music using this. Short composition in groups using this technique.		Self and peer informal assessment. Teacher feedback.

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
African Drumming 3	To compose a piece of music using layering and changes in elements of music.	Continue composition in small groups, adding in layering and changes in tempo and dynamics.		Self and peer informal assessment.
African Drumming 4	To perform your composition for assessment purposes.	Performance of composition for assessment and pupil feedback.	Research Reggae music - its influences, some basic features and some of its performers.	Teacher assessed. Graded task. Teacher feedback and self evaluation.
Caribbean Reggae 1	To understand the context and history of Reggae music and to perform a piece of this.	Introduction to Reggae music and some of its key features. Performance of a piece on ukuleles and keyboard.		Self and peer informal assessment.
Caribbean Reggae 2	To recap how to draw chords in treble clef.	Learning/recap of how to build chords and write in treble clef. Working out the chord activity and then performance of this song.		Self and peer informal assessment.
Caribbean Reggae 3	To identify and draw chords for assessment purposes.	Written identification of chords and drawing of them for assessment purposes. Start of final performance after.		Teacher assessed. Graded task. Teacher feedback.
Caribbean Reggae 4	To perform a piece of Reggae music as a band.	Performance of reggae music in a band, using percussion, ukuleles, keyboard and voice.		Self and peer informal assessment.

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YEAR: 8

Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Clocks 1	To recap what a riff/ostinato is and perform the riff from "Clocks".	Keyboard performance of "Clocks" riff.		Self and peer informal assessment.
Clocks 2	To develop your understanding of music technology and MIDI data entry.	MIDI data entry of the riff from "Clocks" into GarageBand, and then chords and a drum beat as extension.		Self and peer informal assessment.
Clocks 3	To develop your understanding of music technology and MIDI data entry.	MIDI data entry of drums and chords of "Clocks" into GarageBand and effects added as extension.		Self and peer informal assessment.
Clocks 4	To develop your understanding of music technology and MIDI data entry.	Finalisation of MIDI data entry, ready for assessment purposes.		Teacher assessed. Graded task. Teacher feedback.
Time Signatures	To recap what a simple time signature is and learn what a compound time signature is.	Recap of what simple time signatures are and demonstration of compound time signatures. Written activity to recognise different time signatures and groupings.	Time signatures sheet.	Self and peer informal assessment.
Composition 1	To compose a 16 bar chord sequence to be developed next lesson.	Use of previous knowledge about chords and cadences to create a 16 bar chord sequence in pairs. Developed by adding an ostinato bassline if time.		Self and peer informal assessment.

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YEAR: 8

Half Term: 6

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Composition 2	To develop your composition by adding a bassline and melody.	Composition of ostinato bassline linked to chords and melody to go over the top of this.		Self and peer informal assessment.
Composition 3	To finalise your composition for assessment purposes by adding tempo and dynamic changes.	Addition of tempo and dynamic changes to composition and rehearsal of this, followed by assessment.	Research "The Clock Symphony" by Haydn.	Teacher assessed. Graded task. Teacher feedback.
Set Study 1	To develop your understanding of the set work and your analytical skills.	Simple analysis of set work, giving context, compositional techniques, instruments, etc.		Self and peer informal assessment.
Set Study 2	To develop your understanding of the set work and your analytical skills.	Simple analysis of set work, giving context, compositional techniques, instruments, etc.		Self and peer informal assessment.
Set Study 3	To assess your knowledge of the set work and analytical skills.	For assessment purposes - written review of the set work, commenting on what has been discussed in class, musical elements and personal opinion which is backed up by musical evidence.		Teacher assessed. Graded task. Teacher feedback.