

# Music Long Term Plan Year 8 2024-2025

## Autumn Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
<b>Topic Build from the Bottom</b>	Introduction to the topic	Learn the Layers of Pachelbel's Canon Ensemble work			Arrange Pachelbel's Canon into another genre of music		Assessment	
<b>Challenge Objectives and Content (for all learners)</b>	-To learn and understand bass clef notation. -To remember and recap Treble clef notation. -Learn how to arrange Pachelbel's canon into another genre. -Skills on ensemble playing.							
<b>Inspire Opportunities</b>	-Introduction to Bass clef -Recap Treble Clef -Listen to Pachelbel's Canon and Coolio -Start Pachelbel's Canon	-Learn the 7 layers of the piece. -As an ensemble start layering these up. -Timing. Learn the more complicated layers of the piece.			-Listen to a range of arrangements of Pachelbel's Canon. -Using the layers of the music arrange it to another genre – this could be Dance, Techno, add words. Take a leading role in the rehearsals.		Assessment Criteria: -Performance of the piece in your chosen style. -Timing. -A clear beginning ,middle and end. Take a leading role in the rehearsals.	
<b>Assessment</b>		Teacher, Peer and Self reflection.			Teacher, Peer and Self reflection.		Live performance.	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
<b>Topic Ukulele</b>	Introduction to the topic	Chord progression and Strumming	Chords and singing	Chords and singing	Chords and singing	Assessment.	
<b>Challenge Objectives and Content (for all learners)</b>	-To be able to hold a Ukulele correctly. -To be confident playing 3 chords on the Ukulele. -To be confident playing the strumming pattern of the song. -To be able to sing and play the song at the same time.						
<b>Inspire Opportunities</b>	-Background information. -Listening and analysing Ukulele Orchestra of Great Britain. -Introduction to how to hold the ukulele and the first chords.	-Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming Take a leading role in the ensemble.	-Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. Take a leading role in the ensemble.	-Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. Take a leading role in the ensemble.	-Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. Take a leading role in the ensemble.	Performance criteria: -Singing and playing. -Chord progression. Strumming. Timing. Take a leading role in the ensemble.	
<b>Assessment</b>	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Live performance	

# Music Long Term Plan Year 8 2024-2025

## Spring Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
<b>Topic:</b> Film Music: Background music and Themes.	<b>Film music:</b> Background music and themes: Introduction Themes	<b>Film Music: Background music and Themes:</b> Background Music Genre Change					
<b>Challenge Objectives and Content (for all learners)</b>	<ul style="list-style-type: none"> <li>-To understand how music is used to enhance film.</li> <li>-To be able to identify how music is used to enhance film by the elements of music.</li> <li>-To create your own Music for a piece of Drama you are doing.</li> </ul>						
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Learn about how music enhances films.</li> <li>-Listen to themes. Analyse why it is a particular character.</li> <li>-Play character sheet and match up the themes.</li> <li>-Introduction into Garage band. Explain which instruments are used for each character and why</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to background music for inspiration. Analysis of the different ways the film composers write their music.</li> <li>-Watch trailers where the music genre has changed: Harry Potter as a comedy and Elf as a thriller.</li> <li>-Choose your own film clip to create music for. The genre must be different.</li> <li>-Create themes for your characters.</li> <li>-Understanding Major and Minor.</li> <li>-Understand how the elements of Music are used for different emotions and Genres.</li> <li>-Use of Garage band.</li> <li>-Take a leading role in your group for creating the music.</li> <li>-Use the Elements of Music to guide you in your music making process.</li> </ul>					
<b>Assessment</b>	Teacher, Peer and self assessment each lesson.						

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
<b>Topic:</b> Film Music continued: Foley.	<b>Film Music: Foley:</b> Introduction	<b>Film Music: Foley:</b> Prop pass and creating Foley for chosen clip			<b>Film Music: Background Music, Themes and Foley:</b> Last rehearsal	<b>Film Music: Background Music, Themes and Foley:</b> Assessment	
<b>Challenge Objectives and Content (for all learners)</b>	<ul style="list-style-type: none"> <li>-To understand Foley and how it is used in film.</li> <li>-To do a prop pass for your play in Drama.</li> <li>-To create your Foley for your piece of Drama.</li> </ul>						
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Introduction to Foley and what it is.</li> <li>-Watch Gary Hecker clips.</li> <li>-Watch the Honda Civic choir advert.</li> <li>-Watch your chosen film clip and start the prop pass. Take a leading role in the group.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue with the prop pass pass for your chosen film clip.</li> <li>-Create sounds for the prop pass. Be imaginative on how you can create sounds. Remember layering.</li> <li>-Add the Foley to your background music and themes.</li> <li>-Rehearse the Foley once it is created for perfect timing to what is moving on the screen.</li> <li>-Use of Garage band. Take a leading role in the group.</li> </ul>			<ul style="list-style-type: none"> <li>-Timing is rehearsed for live and pre recorded sounds and music.</li> <li>-Layering is completed.</li> <li>-Any last recording is completed. Take a leading role in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Criteria:</li> <li>-The background music and themes fit with the clip enhancing what is going on the screen well at all times.</li> <li>-The chosen genre is clear in the composition.</li> <li>-Clear themes.</li> <li>-The Foley is explored to the fullest with lots of layers for the movement on the screen.</li> </ul>	



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<b>Assessment</b>	Teach, Peer and Self assessment.	Teach, Peer and Self assessment.	Teach, Peer and Self assessment.	Live performance and recorded music will be assessed.	
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# Music Long Term Plan Year 8 2024-2025

## Summer Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
<b>Topic: Minimalism</b>	Minimalism: Introduction	Minimalism: Metamorphis, Ostinato and Cells	Minimalism: Composition			Minimalism; Assessment.	
<b>Challenge Objectives and Content (for all learners)</b>	<ul style="list-style-type: none"> <li>-To understand Minimalism and the techniques used for composition.</li> <li>-To compose a piece of minimalist music.</li> <li>-To be confident using Garage band or Bandlab.</li> </ul>						
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Introduction to the topic.</li> <li>-learn about Phase shifting. Listen to Steve Reich Clapping music and Electric counterpoint.</li> <li>-Start composing a Phase shift.</li> <li>-Useof Garage band.</li> <li>Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about Metamorphis and cells.</li> <li>-Listen to Tubular Bells by Mike Oldfield.</li> <li>- Continue composing piece adding in Cell and Metamorphis.</li> <li>Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to compose your minimalist piece. Can be a solo or an ensemble.</li> <li>-Create using different instrument sounds.</li> <li>-Think about the timing.</li> <li>-Think about the structure.</li> <li>-Development of ideas.</li> <li>Take a leading role in your ensemble.</li> </ul>			Assessment Criteria: <ul style="list-style-type: none"> <li>-Key features: Phase shift, Metamorphis, Ostinato and Cell.</li> <li>-Timing.</li> <li>-Structure.</li> <li>-Development of ideas. Take a leading role in your ensemble.</li> </ul>	
<b>Assessment</b>	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.			Performance of the piece live and/or from Garage band.	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
<b>Topic: African Music</b>	<b>African Music: Introduction Djembe work.</b>	<b>African Music: Set rhythm, Improvisation and Call and Response. Djembe work.</b>		<b>African Music: Singing</b>	<b>African Music: Rehearsal</b>	<b>African Music: Assessment.</b>	
<b>Challenge Objectives and Content (for all learners)</b>	<ul style="list-style-type: none"> <li>-To learn about the variety of music from the African continents.</li> <li>-To learn ensemble skills whilst playing a polyrhythm.</li> <li>-To improvise and compose your own rhythms.</li> <li>-To learn about the different singing techniques.</li> <li>-Learn an African song.</li> <li>-Compose a piece of music with set rhythm, improvisation, polyrhythm, call and response and syncopation.</li> </ul>						
<b>Inspire Opportunities</b>	<ul style="list-style-type: none"> <li>-Background information.</li> <li>-Listening and analysis.</li> <li>-Learn the key words: Polyrhythm, Syncopation, A capella, Pentatonic, Improvisation, Call and Response.</li> <li>-Individual and whole class improvisation.</li> <li>Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the set rhythm.</li> <li>-Listening skills as an ensemble skills for the polyrhythm.</li> <li>-Recap improvisation.</li> <li>- Learn Call and response.</li> <li>-Create a piece with the Set rhythm, Call and Response and Improvisation.</li> <li>-Have a clear structure (beginning, middle and end).</li> <li>Take a leading role in your ensemble.</li> </ul>		<ul style="list-style-type: none"> <li>-Listen to Ladysmith Black Mambaza – Homeless.</li> <li>-Look at the two main Vocals used. Mbube and Ishicathimya.</li> <li>-Learn an African song.</li> <li>-Add the song to the rhythm piece using the Djembes.</li> <li>Take a leading role in your ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Rehearse your piece through and focus on timing.</li> <li>-Check list: Making sure the piece has a clear structure, improvisation, Call and Response, set rhythm (polyrhythm) and singing.</li> <li>Take a leading role in your ensemble.</li> </ul>	Assessment Criteria: <ul style="list-style-type: none"> <li>-Call and Response.</li> <li>-Improvisation.</li> <li>-Syncopation.</li> <li>-Clear structure,</li> <li>-Set rhythm (polyrhythm).</li> <li>-Singing.</li> <li>Take a leading role in your ensemble.</li> </ul>	



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<b>Assessment</b>	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Live performance.	
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