

KS3 Long Term Curriculum Plan: **Music Year 8**

<p><u>Curriculum Aim:</u> To understand and have a working knowledge of Jazz. Identifying syncopation, scale and structure in line with basic elements of music from Year 7 – Rhythm, Melody and Harmony. Identifying styles as they emerge historically. Connecting social issues with music.</p>
<p><u>Link to prior learning:</u> In Year 7 students will have:</p> <ul style="list-style-type: none"> ● Become familiar with and have a working knowledge of Western forms of notation ● An understanding of orchestras and timbre ● An understanding of modes and scale patterns ● Practice skills and preparation for performance
<p><u>Rationale of sequencing:</u> Recognition of chords to adapted scale patterns introducing sharps and flats, introducing a structure from chords to the concept of a ‘head’ and call and response. Blues and Jazz genres are taught chronologically to give pupils the understanding of how the style progressed and how one genre was able to influence and inspire the next. These are key concepts which lead well into GCSE, understanding how genres are related and how they inspire one another.</p>

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	The Blues	Learning to play the 12 bar Blues Structure with improvisation and Walking Bass Line Perform, listen to, review and evaluate music across a complete historical period. (National Curriculum)	Performance of the Blues Scale, chords and Walking Bass Line
Autumn 2	‘In the Mood’ Swing Jazz	Glenn Miller’s ‘In the Mood’, with further improvisation. Pupils are challenged to attempt more creative (syncopated) rhythms and use the ‘blue’ notes to further their improvisations. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Nat. Curr.) Assessment Week - wb 28 October Treble and Bass Clef test	Perform ‘In the Mood’ with terraced tasks for differentiation. Swung chords, Walking bass line, improvisation.
Spring 1	‘The Entertainer’ Ragtime Jazz	Analysis of work song, Robert Johnson ‘Sweet Home Chicago’ and cover version. Due to more advanced performance techniques, Ragtime Jazz is studied after Swing Jazz which isn’t chronological. Understand and explore how music is created, produced and communicated, and elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations (Nat. Curr)	Perform ‘The Entertainer’
Spring 2	Music links to the Slave Trade	Comparing western styles of writing hymn tunes with the improvisatory structure of the spiritual. Exploring themes around improvisation. Cross-curricular link to Year 8 History ‘The Slave Trade’ Perform and evaluate music from a historical perspective. (Nat Curr.)	Perform ‘Amazing Grace’

Summer 1	Smooth Jazz, Crooners and Vocal artists	Understanding added notes to chords and chord extensions leading to The Bass clef and bass techniques. Cross-curricular link to Year 8 History 'The Slave Trade' Perform and evaluate music from a historical perspective. (Nat Curr.)	Perform 'Wade in the Water'
Summer 2	Bebop and Cool Jazz	The role of the singer in a jazz band (Frank Sinatra). Cool Jazz: its meaning; vocabulary of the style; context and listening. Comparing jazz styles and identifying why change happened. More advanced and unusual chord progressions to inspire future compositions. Perform and evaluate music from a historical perspective. (Nat Curr.)	Perform 'Fly me to the Moon' and 'All Blues' Head with accompaniment.

Further Information

Developing opportunities for choir and band through extended and extra-curricular activities which include peripatetic provision and concerts and festivals

National Curriculum:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239088/SECONDARY_national_curriculum_-_Music.pdf