

## 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"> <li>• Become familiar with and have a working knowledge of Western forms of notation</li> <li>• An understanding of orchestras and timbre</li> <li>• An understanding of modes and scale patterns</li> <li>• Practice skills and preparation for performance</li> </ul>
<p><u>Rationale of sequencing:</u> 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 from a given 'HEAD' Perform, listen to, review and evaluate music across a complete historical period.	Performance of the Blues Scale, chords and a syncopated 'head'. Fluently and accurately.
Autumn 2	The Blues Continued. Ragtime	Connect the style of The Blues with the history of Jazz and Popular music. Explore the geography and history of New Orleans as the centre of the birth of Jazz. Dixieland jazz sounds and ensembles. Explore Ragtime, the march and fusion of musical cultures. Understand and explore how music is created, produced and communicated, and elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations .	Record and play 'The Entertainer' Blues Head and structure with improvisation. Listening task on Blues (continued.)
Spring 1	'In the Mood' Swing Jazz	Glenn Miller's 'In the Mood', Complete the Swing Era with homework and further improvisation. Improvisations based on the Blues Scale are developed through the addition of 'blue' notes developing more creative rhythms. 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. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions,	Record and play " In the mood" with terraced tasks for differentiation. Swung chords, Walking bass line, improvisation.

		including the works of the great composers and musicians.	
Spring 2	Spiritual v Hymn	Comparing western styles of writing hymn tunes with the improvisatory structure of the spiritual. Exploring themes around improvisation. The role of call and response. The birth of Soul. Perform and evaluate music from a historical perspective.	Learning to improvise around the pentatonic minor. Play 'Wade in the Water'. Play 'Amazing Grace'. Written comparison task.
Summer 1	Smooth Jazz, Crooners and Vocal artists	Understanding added notes to chords and chord extensions. The role of the singer in a jazz band. Scat singing. The Bass clef and Bass techniques. Perform and evaluate music from a historical perspective.	Performance of "Fly me to the moon" .
Summer 2	Bebop and Cool Jazz	Cool Jazz: its meaning; vocabulary of the style; context and listening. Comparing jazz styles and identifying why change happened Perform and evaluate music from a historical perspective. (Nat Curr.)	Performance of 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239088/SECONDARY_national_curriculum_-_Music.pdf)