

Subject	Music		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
8	<p>Term 1 - The Blues and Jazz</p> <ul style="list-style-type: none"> <li>•Students will learn the context and history behind the Blues</li> <li>•Consider the lyrical content of Blues songs and the relation to the context</li> <li>•Development of Blues into Jazz and the significant and common features of both styles.</li> <li>•Learn to play the 12 bar blues (a chord sequence used in most Blues and Jazz music)</li> <li>•Learn to play the walking bassline (a bassline used in most Blues and Jazz music)</li> <li>•Perform the 12 bar blues and walking bassline together in pairs then develop skills to perform both parts independently (right hand 12 bar blues, left hand walking bass line)</li> <li>•Learn to syncopate the two parts – another key feature of both styles.</li> <li>•Develop skills to play a swung melody with the bassline/12 bar blues to further challenge all students.</li> <li>•Improvisation – another significant feature of both styles that requires creativity and composition.</li> <li>•Structuring a Blues/Jazz style piece to incorporate all features learnt throughout the term.</li> </ul>	<ul style="list-style-type: none"> <li>•Developing composition skills learnt in year 7 and the structure/parts considered in Blues and Jazz unit.</li> <li>•Focus on a particular film composer learning about common features of their music and key characteristics.</li> <li>•Study how music is used in a number of films composed for by the composer and why the music is appropriate.</li> <li>•Elements of music – how these are used and varied to suit the different styles of the films in question.</li> <li>•Using Cubase to compose for a film scene giving access to technology and a wider range of sounds with scope to significantly alter the elements of music.</li> <li>•Ensuring criteria are met regarding time frames so the music is appropriate throughout the scene and to suit the changing action.</li> </ul>	<p>Term 3 – Festivals and Bands</p> <ul style="list-style-type: none"> <li>•Ensemble focus developing instrumental skills and ensemble playing.</li> <li>•Working in groups to plan and advertise a music festival considering genres of music, headline acts, jobs required, ticket costs, health and safety and other practicalities allowing some consideration of the music industry.</li> <li>•In the same groups selecting and rehearsing a song/piece of their choice, ideally in keeping with their festival theme.</li> <li>•Performances of the chosen song to the class</li> <li>•Presentation/advertisement of their festivals to the class with anonymous voting explaining which they would attend and which they wouldn't and why. Votes totalled, and most successful group calculated based on number of tickets sold (votes for their festival) at the cost they advertised. (encouraging groups to consider effective prices!)</li> </ul>