


**Performing Arts Department – Year 8 Music**

 <b>Shirley High Curriculum Map</b>	<i>Year 8 the novice musician / singer: students will continue to learn a breadth of musical genres whilst they continue to imbed their previous knowledge and gain in confidence through their practical endeavors. Music &amp; media will give them an understanding of how music is used in different mediums such as adverts &amp; in games. Songwriting &amp; production will explore the different parts that make up a finished song. Cover versions will allow the students to explore their own creativity and interpret songs into a genre. African music explores the traditional and encourages learners to apply their own creative skills in group work. Urban music develops students' knowledge of this genre and allows them to create their own beats and raps to a beat.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Music & Media	Game Music	Songwriting & Production	Cover version	Performing African Music	Urban Music Rap & Hip Hop
<b>Why Now?</b>	To enable learners to apply the music skills they have developed and transfer those skills to media via TV & radio adverts. Students will also merge drama, dance & media with their music knowledge in the creation of their advert, giving a breadth of experience and building skills in the three disciplines.	To further imbed skills & knowledge learnt via music & media and apply this to composing to a brief. To enable learners to create within parameters thereby learning a valuable skill to work within a set of conditions	To further imbed compositional ideas learnt and to introduce lyrics and production to students	To enable learners to show expression and interpretation using knowledge gained from previous work	To enable learners to apply African rhythms and/or a cappella singing to their compositions	To expand learners knowledge of the genre
<b>Fundamental Concepts</b>	To develop knowledge of adverts To perform group piece	To develop knowledge of game music To develop knowledge of sound effects & cliches	To develop composition ideas To develop ostinati To develop production techniques	To develop understanding of expression & interpretation	To develop listening and analysis knowledge of African music To develop African rhythms	To develop knowledge of Urban Music, hip-hop & rap
<b>Students will...</b>	<p>Learn: <b>Making an advert with slogan &amp; jingle</b></p> <p>Naming products, advertising, slogans, jingles, voiceovers, target audience, appropriate timbre</p> <p>Planning, mind maps, consolidating ideas, working towards one overall goal</p> <p>Product Slogan: catchy, target market, research, funny or memorable, sells then product, naming product</p> <p>Jingle: a catchy piece, repetition, simple, effective, memorable.</p> <p>The voiceover: voice projection, confidence, clear diction, good body language, engaging.</p> <p>Storyboard Direction</p> <p>Peer assessment Identify clear slogans with product name, memorable jingles.</p> <p>Assessment: advert performance / analysis</p>	<p>Learn: <b>To create a soundtrack to car chase brief</b></p> <p>Identify features Identifying timbre to use in a chase scene Identifying rhythm and pulse suitable for a chase scene</p> <p>Creating a soundtrack for the brief Identifying sound effects that work in a chase scene Creating sound effects Developing your sound effects and utilizing them creatively throughout the piece Understanding &amp; creating 'cliches' in a chase scene Expressing melodic &amp; rhythmic notes creatively Using the musical elements to create expression in the chase scene</p> <p>Assessment: Game music. Composition to a brief</p>	<p>Learn: <b>Composition &amp; production skills</b></p> <p>Structure of a pop song Intro, Verse 1, verse 2, bridge, chorus, verse 3, bridge, chorus, middle 8, chorus repeated, outro</p> <p>The hook: catchy, memorable, repetition,</p> <p>Listening exercises: Your song Happy Every Breath You take Axis of Awesome</p> <p>Identifying instruments &amp; verse &amp; chorus in song</p> <p>Lyrics: word painting, phrases, lyrics as conversation, rhyming couplets, mind mapping ideas, keyword/title, associated words</p> <p>Production Instrument placement, shaping the structure, adding/taking away instruments Four chords C Major, G major, A minor, F major</p> <p>Assessment: listening exercise Songwriting &amp; Production</p>	<p>Learn: <b>To create and perform a cover version of a well known song</b></p> <p>pop song structure, through listening the meaning of Expression &amp; Interpretation timbre the sound of instruments, what instruments to use</p> <p>work in groups, practice routine, compromise, leadership skills, listening skills</p> <p>Comparison questions</p> <p>practice &amp; perform in groups in front of peers, then in front of whole class</p> <p>peer feedback constructive feedback taking feedback on board and implementing changes</p> <p>Assessment: Performing Group cover version</p>	<p>Learn: <b>African rhythms</b> The djembe drum Rim, skin, head, wooden base slap, tone, bass, dampening, master drummer call &amp; response, syncopated rhythms More rhythm Instruments: bells &amp; rattles, wood blocks</p> <p>Sight-reading Note values: crotchet, crotchet rest, minim, quaver, quaver rest Dynamic markings Crescendo, decrescendo</p> <p><b>African A Cappella singing</b> Polyphonic texture, 4-7 note scale Mbube, &amp; isicathamiya styles Glissando slides Throat or glottal sounds: Slurs Whistles Yodels Swoops Raspy vocals Use of vibrato Chanting &amp; humming</p> <p>Unison, harmony, Call &amp; response timbre Warm, rich, mellow</p> <p>Listening exercises Ladysmith Black Mambazo</p> <p>Assessment: Performing: African Music</p>	<p>Learning body percussion Claps, chest pumps, thigh claps, clicks</p> <p>A history of Urban music told through interviews &amp; video clips Urban contemporary music, rhythm &amp; Blues, soul artistes</p> <p>Students comment on the fusion of genres and some of the key players over the decades 1970's Black Music 1980's Urban music, mix of R&amp;B, rap, reggae, dance, house &amp; freestyle. 1990's crossover success Study the original artistes, storytellers, lyricists in the 1970's, 1980's &amp; 1990's</p> <p>identifying the four elements of hip-hop: deejaying, M'cing, graffiti and dance learning through playing, performing</p> <p>studying the elements of rapping: content, flow and delivery the lyrics, subject matter, spitting, spoken word poetry</p> <p>studying the top rappers: Jay-Z, 2Pac, Lauren Hill, Lil Wayne, Drake Studying lyrics by Eminem</p> <p>Assessment: Urban music To create a beat and/or rap to a brief showing creativity &amp; performance skills</p>
<b>Language for Life (Key terms/Vocabulary)</b>	Naming products, advertising, slogans, jingles, voiceovers, target audience, appropriate timbre voice projection, clear diction, good body language, engaging.  Storyboard	Soundtrack, synthesizer, drum machines, timbre, rhythm, sound effects, cliches, expression	Word painting, phrases, lyrics as conversation, rhyming couplets, mind mapping ideas, keyword/title, associated words Instrument placement, shaping the structure, adding/taking away instruments Four chords C Major, G major, A minor, F major	Expression, interpretation Song structure: Intro, Verse 1, verse 2, bridge, chorus, verse 3, bridge, chorus, middle 8, chorus repeated, outro Improvisation, Counter melody. Own arrangement Self-assessment	The djembe drum: Rim, skin, head, wooden base, slap, tone, bass, dampening Master drummer: leader call & response, syncopated rhythms bells & rattles, wood blocks Note values: crotchet, crotchet rest, minim, quaver, quaver rest Dynamic markings: Crescendo, decrescendo, Mbube, & isicathamiya styles Glissando slides Throat or glottal sounds: Slurs, Whistles, Yodels, Swoops, Raspy vocals, use of vibrato, chanting & humming	Claps, chest pumps, thigh claps, clicks M'cing, rapping, spitting the mic, single time, double time, slang, lyrics, gangsta rap, rhyme, beat, rhythm, pulse, structure, bass line, Intro melody Chorus melody, Bass line Chorus bass line Keyboard voice
<b>Extended writing Opportunities</b>	Advert research for h/w	Research into game music composers	Song lyrics	Long answers to listening exercises	Long answers to listening exercises	Long answers to listening exercises
<b>Maths Across the Curriculum</b>	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths
<b>Links to careers/aspirations</b>	Composer, session musician, group leader, manager	Composer, session musician, group leader, manager, actor, writer, business leader, advertising account executive, event manager, market researcher, brand manager.	Composer, session musician, group leader, producer	session musician, arranger, producer, group leader, manager	Drummer, session musician, group leader, producer, manager	Composer, session musician, manager, actor, writer
<b>Cultural Capital</b>	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are	Diversity: In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are

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<b>Practical Application of Skills</b>	Performing group advert ideas to the class	Performing Game Music idea to class	Performing composition to whole class	Performing group arrangement of Seven nation army to whole class	Performing African rhythms to the class	Performing composition to whole class