

| Subject | Year | Term | | | | | | | | | | | | |
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| Music | 8 | 1 | | | | | | | | | | | | |
| Topic | | | | | | | | | | | | | | |
| The Beatles & Fanfares | | | | | | | | | | | | | | |
| Content (Intent) | | | | | | | | | | | | | | |
| Prior Learning (Topic) Film Music | | | | | | | | | | | | | | |
| The Beatles & Fanfares | | | | | | | | | | | | | | |
| <p>During this term, students will develop their use of compositional devices in a logical development from composing for intended effects in Year 7. They will explore a greater variety of musical devices, with an initial focus on chords, in increasingly sophisticated contexts. Again, the emphasis will be delivering the knowledge in a logical sequence of lessons that gives students the opportunity to practise their skills independently and within a group context.</p> | | | | | | | | | | | | | | |
| Future Learning (Topic) The Blues | | | | | | | | | | | | | | |
| What Knowledge and Skills will be taught (Implementation) | How will your understanding be assessed & recorded (Impact) | | | | | | | | | | | | | |
| <p><u>The Beatles & Music for Special Occasions</u></p> <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> Perceptive listening, identifying musical devices and conventions associated with chords, increasing expressive and textural range as a composers and performers. <p><u>Context</u></p> <ul style="list-style-type: none"> The knowledge and skills will be delivered through the music of The Beatles and continued by investigating Music for specific occasions and events with a focus on fanfares, ostinato, drone and chord playing styles. <p><u>Content</u></p> <ul style="list-style-type: none"> Listening activities to identify conventions, occasions and musical devices E.g. – <i>Eleanor Rigby, She’s Leaving Home</i> Chord construction in theory and practice Chord accompaniments to <i>Eleanor Rigby</i> Chord sequences and suspensions Identifying the features of Fanfares and Music for Special Occasions Composing a Fanfare with a range of accompanying devices. | <p><u>Assessment</u></p> <ul style="list-style-type: none"> Improvisation on e-minor scale Chord sequences and the implementation of suspensions Group Composing using the conventions and features of fanfares Written evaluations of their own and others’ work. Beatles research project. <p><u>Contributing to NC Coverage</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it’s history</i></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> <p>Each fortnight, students will begin the lesson with a ‘Do Now’ listening activity based on a Composer of the Fortnight. Repertoire will be selected from the Western Classical, Popular Music and Non-Western traditions. Feedback will be verbal and corrected with green pen.</p> | | <i>Play and perform confidently, fluency, accuracy</i> | ✓ | <i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i> | ✓ | <i>Use staff and other notations</i> | ✓ | <i>Inter-related dimensions of music, tonalities, scales, devices</i> | ✓ | <i>Listening with discrimination – great composers</i> | ✓ | <i>Deeper understanding of music performed – it’s history</i> | ✓ |
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| <i>Deeper understanding of music performed – it’s history</i> | ✓ | | | | | | | | | | | | | |
| How can parents help at home? | | | | | | | | | | | | | | |
| Support and encourage research into The Beatles’ music for homework project. | | | | | | | | | | | | | | |
| Helpful further reading/discussion (including Reading and Vocabulary Lists) | | | | | | | | | | | | | | |
| <p>Reading</p> <ul style="list-style-type: none"> Y8 Music Knowledge Organiser Wider listening to songs by The Beatles and Music for Special Occasions such as Royal, Military and Film Fanfares. Follow-up reading and listening from Composer of the Fortnight Do Now activities. | <p>Vocabulary Lists</p> <p>The Beatles Chords Major Minor Staccato Suspension</p> | <p>Fanfare Block Chord Broken Chord Vamp Triadic</p> | | | | | | | | | | | | |