

Subject	Year	Term												
Music	8	2												
Topic														
The Blues														
Content (Intent)														
Prior Learning (Topic) The Beatles & Music For Special Occasions														
<p>The Blues</p> <p>Showing continuity and progression from work on chords in the previous term, this term students will focus on composing within a given chordal structure whilst learning about Blues music and the social and historical contexts surrounding its development. In doing so, students will have the opportunity to develop increasingly sophisticated structures and expressive devices both instrumentally and vocally.</p>														
Future Learning (Topic) Indian Raga														
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)													
<p><u>The Blues</u></p> <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> Perceptive listening, identifying musical devices in the blues tradition, composing to a given structure, improvisation, development of expressive devices <p><u>Context</u></p> <ul style="list-style-type: none"> The historical and social aspects of blues and how these are reflected in lyrics and expressive musical features The musical devices and techniques associated with blues <p><u>Content</u></p> <ul style="list-style-type: none"> The 12 bar blues and associated devices – chord sequence, bass line, hooks and riffs Improvisation techniques swing rhythms and syncopation Extended composition opportunities with potential for more sophisticated structures. Composer of the Fortnight 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Performing a role in the Blues Assessment of improvisation Assessment of role in group composition Written evaluations Research homework <p><u>Contributing to NC Coverage</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;"><i>Play and perform confidently, fluency, accuracy</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> <tr> <td style="padding: 2px;"><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> <tr> <td style="padding: 2px;"><i>Use staff and other notations</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> <tr> <td style="padding: 2px;"><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> <tr> <td style="padding: 2px;"><i>Listening with discrimination – great composers</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> <tr> <td style="padding: 2px;"><i>Deeper understanding of music performed – it's history</i></td> <td style="text-align: center; padding: 2px;">✓</td> </tr> </tbody> </table>		<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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How can parents help at home?														
Encourage wider listening and discussion about music reflecting social attitudes and change.														
Helpful further reading/discussion (including Reading and Vocabulary Lists)														
<p>Reading</p> <ul style="list-style-type: none"> Y8 Music Knowledge Organiser Online research about The Blues Wider listening to blues style songs Follow-up reading and listening from <i>Composer of the Fortnight</i> Do Now activities. 	<p>Vocabulary Lists</p> <p>12 Bar Blues Blues Scale Improvisation Swing Rhythm</p>	<p>Crush Note Syncopation New Orleans Mississippi Slave Trade Triangle</p>												