



Subject	Year	Term												
Music	8	1												
Topic														
The Beatles & Music For Special Occasions (Fanfares)														
Content (Intent)														
Prior Learning (Topic)	Melody Writing													
<p><u>The Beatles & Music for Special Occasions</u></p> <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 practice their skills independently and within a group context.</p>														
Future Learning (Topic)	The Music of India													
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 – <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. 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"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td>✓</td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td>✓</td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td>✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td>✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td>✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td>✓</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?														
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 Workbook Wider listening to songs by The Beatles 	<p>Vocabulary Lists</p> <p>The Beatles</p> <p>Chords</p> <p>Major</p> <p>Minor</p> <p>Staccato</p> <p>Suspension</p>	<p>Fanfare</p> <p>Block Chord</p> <p>Broken Chord</p> <p>Vamp</p> <p>Triadic</p>												