

## Year 8 LONG TERM PLANS



Performing Arts Faculty: Music	
YEAR 2017/2018	
Autumn term	
Half term 1	Half term 2
<p><b>Fur Elise – revisiting the piano</b>  <b>Aims:</b>                      To review the piano techniques learned in year 7, and develop a practice technique that will allow students to play with independence in their two hands. Students will also review and develop their understanding of pitch and rhythm notation.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) A short written test to assess the understanding of pitch and rhythm notation.</li> <li>2) A solo performance of 'Fur Elise'</li> </ol>	<p><b>Singing in two parts</b>  <b>Aims:</b>                      To review the singing techniques learned in year 7 and to continue developing students singing by adding harmony parts to their performances.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) Group vocal performance (4 – 6 students) of a Christmas song, assessed against accuracy, fluency and technique, performed in 2-parts.</li> <li>2) A short written test to assess the understanding of warm up, posture, mouth shape and projection.</li> </ol>
Spring term	
Half term 1	Half term 2
<p><b>Four-chord ukulele songs</b>  <b>Aims:</b>                      To review and extend the ukulele techniques learned last year. To look at songs with four-chord accompaniments, and start to develop an understanding of the melody and accompaniment texture found in most pop music.</p> <p><b>Key Assessment Activity:</b>                      A short written test to assess the understanding of chord boxes and 'slash' rhythms.                      A group performance of a four-chord accompaniment pattern, in unison ('With or without you' – U2).</p>	<p><b>Rock 'n' Roll songwriting</b>  <b>Aims:</b> To investigate a style through composing in groups. Students will study set structures and chord sequences found in rock 'n' roll music, and learn to identify and use the different textures and rhythms that create an appropriate accompaniment.</p> <p><b>Key Assessment activity:</b></p> <ol style="list-style-type: none"> <li>1) A short listening test to assess their understanding of the key features of the blues style.</li> <li>2) A group performance (between 2 and 4 students) of a song, with accompaniment, written in the rock 'n' roll style.</li> </ol>
Summer term	
Half term 1	Half term 2
<p><b>Composing nursery rhymes</b>  <b>Aims:</b>                      Students will use famous nursery rhymes to develop an understanding of melodic structure, the use of a major scale in composition and word setting, and will also start to use Primary triads to create a bass line and chord sequence.</p> <p><b>Key Assessment Activity:</b>                      A written score and performance of a given nursery rhyme lyric.</p>	<p><b>Ground Bass – 'Time Lapse' Group Performance</b>  <b>Aims:</b>                      To develop students' musicianship through a group performance in 'parts'. Students will continue to use notation as a guide, and will produce a performance of 'Time Lapse' that includes up to 4 'parts'. Students will investigate the use of texture in shaping a musical performance. Students will continue to develop their ability to describe music by listening to various ground bass pieces, and identifying the key features.</p> <p><b>Key Assessment Activity:</b></p> <ol style="list-style-type: none"> <li>1) Group performance (in groups of between 3 and 6). Parts may be doubled, and students will be assessed on their fluency and accuracy, but also their ability to create an appropriate balance of sound.</li> <li>2) A short listening test to demonstrate an understanding of ground bass and texture.</li> </ol>

