

Year 8	Rotation 1		Rotation 2	
	Unit 1	Unit 2	Unit 3	Unit 4
6 lessons per fortnight/ 6 weeks per rotation = 18 lessons per rotation	<p>Musicals</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Features of musicals, whole class singing 2. Action songs 3. Character songs 4. Keyboard vamp performance; chords/ bass 5. Keyboard vamp performance; feedback 6. Performance and reflection 7. Composing a vamp 8. Developing a vamp; feedback 9. Final performance and reflection <p>Why will it be learnt? Main outcome: To introduce the key features of musical theatre (GCSE AoS 2 Music for Ensemble)</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; recognising and identifying musical elements • Performing songs as a whole class; performing a keyboard vamp in a pair or individually • Composing simple patterns using chords <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Musicals listening test in lesson 4 or 5 • Whole class and small group performance and composition tasks 	<p>Music for Film and Game</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. How musical elements are used in Film/ game music 2. Film/ game music motifs 3. Performing and composing film/ game motifs 4. Trailers; performing and composing motifs 5. Composing for a cartoon - listening 6. Developing a storyboard for film or game 7. Composition on keyboards/ Macs 8. Composition on keyboards/ Macs 9. Reflection/ improvement <p>Why will it be learnt? Main outcome: To introduce the use of the musical elements in film music (GCSE AoS 3 Music for Film)</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; recognising and identifying musical elements • Performing motifs in a pair or individually • Composing motifs on keyboards • Composing a film/ game score to a given clip • Using a sequencing program (GarageBand) <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Film music listening tests • Paired/ individual performance and composition tasks 	<p>Blues</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Introduction to Blues; song structure/ lyrics 2. 12 bar Blues (keyboards) 3. 12 bar Blues (ukuleles) 4. 12 bar Blues walking bass 5. Listening activity; chords and bass; feedback 6. Chords and bass; reflection 7. Riff and fill; improvisation on the Blues scale 8. Group performance task; feedback 9. Final performance and reflection <p>Why will it be learnt? Main outcome: To introduce the features and conventions of the Blues (essential for birth of rock and pop)</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; recognising and identifying chord changes and musical features • Performing a chord sequence in a pair or individually on keyboards/ ukuleles • Performing a walking bass pattern • Performing in groups and alone • Improvising using the Blues scale; creativity <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Blues songs listening test • Paired/ individual performance and improvisation tasks 	<p>Music Project</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Introduction to project; task and target setting 2. Practical work and evaluation 3. Practical work and evaluation 4. Practical work and evaluation 5. Practical work and evaluation 6. Practical work and evaluation 7. Practical work and evaluation 8. Practical work and evaluation 9. Final performance and reflection <p>Why will it be learnt? Main outcome: To give students the opportunity to work independently on a music project of their choice; develop skills in performance or composition in a pop style</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding of pop music styles • Understanding of chords/ patterns • Listening skills; team working and cooperation • Performance / composition skills • Task and target setting and reflection • Evaluating and reviewing targets • Self-reflection <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular formative feedback • Peer assessment • Final small/solo group performance or composition • Personal target setting and reflection in response to feedback