

**WHAT ARE THE BIG AIMS OF YEAR 8?**

Begin to develop confidence and a sense of imagination in the three musical strands: Performing, Composing, Listening (appraising & responding)  
 To investigate and explore influential past musical conventions and genres and apply approaches to new contexts  
 Develop a sense of confidence and ownership in live performance and creative composition

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?**

Students can demonstrate confidence on their chosen instrument. Students are able to extend and develop new musical ideas by drawing from a range of structures, styles and traditions. They are able to read basic written music employing rhythm and pitch (including the bass clef). They now include examples of appropriate expression and more challenging technical devices. Students can compare, evaluate and critique the success of performances and compositions using musical language.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- Understanding the cultural and historical context of blues music
- How and why to employ the musical conventions of blues to reflect these intentions
- The context & conventions of Pachelbel's canon and understanding traditional composition techniques
- An understanding of how instrument technology has developed throughout the ages
- Major and minor tonality and more complex chord progressions

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

Performing:

- Employing the 12 bar blues structure and chord sequence
- Blues performance techniques including the walking bass technique, blues improvisation, call & response etc.
- Active research of cultural & historical context and musicians
- Keyboard chords sequences employing a variety of rhythms and techniques
- Musical scoring of written notation and Baroque instrument parts using technology and music software
- Use of Music technology D.A.W to program, arrange, mix, and master a remix
- ensemble performance skills and the idea of melody and harmony
- a sense of timing, accuracy and expression in performance

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

some pupils may misunderstand that they will be expected to perform in front of classmates  
 some pupils may underestimate the importance of rehearsal time  
 some pupils may underestimate the importance of practice and that they will not be able to master performance skills in a short space of time  
 That only students who already play instruments are able to take instrument lessons & extra-curricular activities  
 That practical work should be unstructured and that the teacher should instead dictate each step of the creative process strictly

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

**Blues performance incorporating chord patterns, bass, improvisation, melody and syncopation**

**The social and historical context of Blues music**

**The influence and development of Blues music into more familiar genres**

**Creation of musical arrangements using chord sequences and harmony from pre-existing music**

**major and minor chords in context**

**musical structure in composition - binary and ternary form**

**issues of copyright and samples**

**advances in music technology and development of the accessibility of music**

**composition techniques such as drone, ostinato, key change, canon, unison, retrograde, sequence**

**ensemble performance skills using both harmony and melody with a sense of timing and style**