**Music**

**Year 8**

**In Year 8 students complete six half-termly assessments. These are assessed formatively as well as summatively, based on students’ work across the unit.**

**Autumn 1: The Blues**

Equipment you will need: Practical assessment – all equipment provided except own iPad and pen.

**Assessment Guidance**

You will complete a practical assessment whereby you will perform a blues melody and accompaniment as part of a pair using the keyboard.

**Revision List**

**The Blues**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I can explain how Blues music was born |  |
| I can explain the key musical features of the Blues |  |
| I can define riff |  |
| I can explain the 12 bar blues in the key of C |  |
| I can play the 12 bar blues in the key of C |  |
| I can play the riffs I have been taught |  |
| I can improvise using the Blues scale |  |
| I can take part in a group Blues performance, playing riffs or the chord sequence |  |

**Music**

**Year 8**

**Autumn 2: Indian Music**

Equipment you will need: Practical assessment – all equipment provided except own iPad and pen.

**Assessment Guidance**

You will complete a practical assessment whereby you will arrange and compose a piece of music in a Bhangra style.

**Revision List**

**Indian Classical Music**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I can define the word ‘raga’ |  |
| I can explain the difference between ragas and scales |  |
| I can perform the Patake melody accurately |  |
| I can identify the two genres that were fused to create Bhangra music |  |
| I can accurately record a melody and accompaniment in time to a metronome |  |
| I can improvise using a raga |  |
| I can experiment with creating a piece in a Bhangra style |  |
| I can use the musical elements to describe my work |  |

**Music**

**Year 8**

**Spring 1: Steel Pans and Samba**

Equipment you will need: Practical assessment – all equipment provided except own iPad and pen.

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**Assessment Guidance**

You will complete a practical assessment whereby you will take part in a whole-class steel pan performance and a whole-class samba performance.

**Revision List**

**Steel Pans**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I know where steel pans come from |  |
| I know how a steel pan is made |  |
| I can identify the four types of steel pan and their roles in an ensemble |  |
| I can define melody and accompaniment |  |
| I understand how to build a scale using tones and semitones |  |
| I can name the notes in the F major scale |  |
| I can name the notes in the F major chord |  |
| I can name the notes in the Bb major chord |  |
| I can name the notes in the C major chord |  |
| I can play a syncopated chord progression using the chords F, Bb and C, in time with a steady pulse, with a memory aid of the notes required in each chord |  |
| I can play a syncopated chord progression using the chords F, Bb and C, in time with a steady pulse, from memory |  |
| I can include ‘stops’ in my playing, without disrupting the fluency |  |
| **(Tenor players): I can play the melody from memory** |  |
| I can add dynamics and phrasing to my performance |  |
| I can play with good steel pan technique – holding sticks with a loose grip and mid-way down |  |

**Samba**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I know where samba comes from |  |
| I can identify samba instruments by name and sound |  |
| I can define syncopation |  |
| I can perform the call and response |  |
| I understand the difference between groove and break |  |
| I can perform the main samba groove on my instrument |  |
| I can perform the break of silence |  |
| I can perform at least two other breaks, accurately and fluently |  |
| I can perform in time with a steady pulse |  |
| I can add movement to my performance |  |
| I can compose my own break, exploiting the instruments fully |  |
| I can add dynamics to my performance |  |

**Music**

**Year 8**

**Spring 2: Theme and Variations**

Equipment you will need: Practical and aural assessment – all equipment provided except own iPad and pen.

**Assessment Guidance**

You will complete a practical assessment whereby you will arrange and perform a Theme and Variations at the keyboard, and answer some multiple-choice listening questions based on the musical skills you have developed so far across Years 7 and 8.

**Revision List**

**Theme and Variations**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I can explain the difference between 4/4 and 3/4 time and identify these aurally. |  |
| I can identify common instruments of the orchestra aurally. |  |
| I can read treble and bass clef pitch notation by using mnemonics to work this out if necessary. |  |
| I can explain what a flat or a sharp does to a note. |  |
| I can identify common rhythmic values including dotted notes. |  |
| I can explain what melody, tempo, rhythm, dynamics, metre and tonality mean. |  |
| I can play the melody to ‘Happy Birthday’ with my right hand on the keyboard |  |
| I can play the chords to ‘Happy Birthday’ with my left hand on the keyboard |  |
| I can play ‘Happy Birthday’ hands together. |  |
| I can consider how to use the musical elements to create variations on ‘Happy Birthday’. |  |
| I can take part in a paired performance of ‘Happy Birthday’ that demonstrates musical variety. |  |

**Music**

**Year 8**

**Summer 1: Reggae**

Equipment you will need: Practical assessment – all equipment provided except own iPad and pen. Students who have an instrument at home may wish to bring this in.

**Assessment Guidance**

You will complete a practical assessment whereby you will take part in a small-group performance of the Bob Marley song ‘Three Little Birds’.

**Revision List**

**Reggae**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I know where reggae comes from |  |
| I can explain the cultural background to Reggae |  |
| I can explain at least three facts about Bob Marley and his music |  |
| I can name the notes in the primary chords in the keys of C and F major |  |
| I can explain how to form the primary chords in the keys of C and F major |  |
| I can play the primary chords in C or F major on an instrument |  |
| I can perform a chord sequence using the primary chords to a skank rhythm |  |
| I can respond to others when playing in an ensemble |  |
| I can perform in time with a steady pulse |  |
| I can add dynamics to my performance |  |

**Music**

**Year 8**

**Summer 2: Music and Advertising**

Equipment you will need: Practical assessment – all equipment provided except own iPad and pen. Students who have an instrument at home may wish to bring this in.

**Assessment Guidance**

You will complete a practical assessment whereby you will compose an advert ‘jingle’ in a small group.

**Revision List**

**Music and the Media**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| I can name the elements of music |  |
| I can explain how the elements of music can be used to create a particular mood |  |
| I can compose a simple, 4 line long, hook melody |  |
| I can compose a riff |  |
| I can compose a chord sequence using the primary chords in a major or minor key |  |
| I can create a composition that advertises a product by evoking a particular mood |  |
| I can create a composition that ‘hooks’ in the listener |  |