Hanley Castle High School curriculum outline for parents: **Music**

		Autumn Term		Spring Term		Summer Term	
Year 8	**Topic** Big question / Overview ■ Listening and Analysing ■ Composition ■ Performance	**Drones & Ostinato** Learning about drones and ostinato through classical, film and pop music Performing a variety of ostinatos Composing using technology.	**Advert and Film Music** Listen to and analyse effectiveness of film music Compose music for adverts and film using the same processes as professional composers. (Cubase compositions) Keyboard performance	**Primary Chords 1** Primary Chords I, IV and V. Adding **chords** to **melodies** only using the **primary chords** Popular music chords – 4 chord song	**Primary Chords 2** **Lead, rhythm and Bass**. **Lead** (Melody using steps, leaps, blues scale, repetition, sequence) **Rhythm** (Chords and drum tracks) **Bass** (develop from Drone)#12 Bar Blues structure. The blues scale for improvisation. **Composition** and **performance** using the blues chords and scale.	**Guitar scheme 2** Further development of instrumental skill. Reading guitar TAB. Performing as part of a group.	**Dance Music** Dance music from across the years. Repetition, strong pulse, consistent tempo. Identify features. Compose using technology. **Employ Lead, Rhythm and Bass in a different context.** Keyboard performance.
	Disciplinary knowledge/skills	• Drone – A low pitched continuous note • Ostinato – A repeated pattern • Sequence – Repeating patterns at different pitches • Using Technology (Cubase) as a composing tool • Performance fluency (building on year 7 keyboard skills)	• Drone – A low pitched continuous note (Tension) • Ostinato – A repeated pattern (speed, movement) • Sequence – Repeating patterns at different pitches (interest / development) • Devil in music – Tritone (Suspense) • Synchronisation points (enhance the action) • Motifs – Bond / Batman • Using Technology (Cubase) as a film composing tool • Performance fluency (building on year 7 keyboard skills) Performing film motifs	• Mozart – Who? What? When? • Mozart made extensive use of the Primary chords – What are they and how do they work? • Chord construction – building triads • Using just I, IV and V to harmonise • TTLS add some chords - theory • Performing, sequencing and composing • Performance fluency (building on year 7 keyboard skills) Performing Twinkle Twinkle Little Star • Using Technology (Cubase) harmonising melodies and composing chord sequences and writing appropriate melodies	• Blues intro – Who? What? When? • Structure – 12 Bar blues chords and lyrics (call and response) • Performing chords and simple basslines (broken chords) • Blues in A on the guitar • Sequencing the blues with more complex walking bass lines and drum tracks • An introduction to improvisation – completing a full texture (Lead, rhythm and bass • Performance fluency (extending keyboard skills) Performing blues chords and walking basslines. • Transferring the chords to guitar • Exploring the notes of the blues scale for improvisation • Using Technology (Cubase) sequencing blues and recording melodies using the blues scale	• Fluency with guitar TAB. • Performing as part of a group. • Performing as part of a large ensemble. • 4 Chord progression development • Review the anatomy of the guitar • Review the correct posture • Revise navigation of the fretboard • Develop reading tablature • Develop single melodic line reading and performance on one string • Develop single melodic line reading and performance across multiple strings. • Achieve a good tone • Performing to a backing track • Performing as a whole class ensemble • Solo on your instrument using pentatonic scale • Open chords • Barre (5^{th}) chords	• Dance Music across the ages – Listening and analysis (Key features – Consistent Tempo, strong pulse, repetition, BPM and instrument recognition) • Modern Dance Music – EDM layers and structure (building to a drop) • Sequencing layers – using a keyboard and quantising recorded parts (Editing recorded material) • Right Here, Right Now case study and recreation • Music production introduction (Reverb, Delay, Sweeps, Filtering) • Own Dance music composition • Listening and analysing • Using technology to compose EDM • Keyboard skills – playing in layers • Editing skills - musicality