

Y8 MUSIC



MUSIC AT YARDLEYS

INTENT: To provide pupils with a diverse, fulfilling curriculum that ultimately provides; the knowledge of how music is constructed, the technical skills to perform, and an understanding of expression through a wide range of musical activities. A curriculum that is ambitious, tangible and one that will inspire, giving pupils a passion to continue to be performers and appreciative, cultured musicians beyond Yardleys. The curriculum is committed to nurturing responsible individuals with a deep understanding of the lifelong benefits of resilience and creativity that are needed both in music and in all other aspects of life.

Y8 MUSIC

In year 8 students will continue developing their accumulative aural, performance and analytical skills through experiencing music and audiating examples to embed their understanding of how audible sounds applies to theoretical knowledge. Students will acquire the skills to perform as a group, write their own musical material, understand the context of each musical example and demonstrate improved fluency and creativity in their final product.

YEAR 8

	Coldplay Film Music	The Beatles Writing Music	Band Aid Baroque Music
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> Fundamental Singing Technique – posture, projection, control and influencing pitch. Singing with expression Complete partially notated musical phrases (dictation). Play broken, irregular chord patterns in right hand alongside left-hand chords. Understand how to practice sections effectively. The use of different elements of music to construct music for film. Diegetic and non-diegetic sound. Play in a minor key. 	<ul style="list-style-type: none"> Technical control of the voice – Expressively perform <i>Eleanor Rigby</i> B minor scale and B minor arpeggio - in right hand and left hand. Accompanying chords - Simple percussive patterns, chordal accompaniment and the main melody Simplistic word-setting techniques, with a focus on strong and weak syllables. Melodies and patterns to express a given, short set text – word-painting associations with pitches. Major and minor triad within the context of a major key. Construction of a melody to accompany a series of triads. 	<ul style="list-style-type: none"> The power of music to spread a global message. The 'band' set up – guitar, bass, drums, vocals etc. The 'four chord pattern' often associated with popular music. Covers to 'reinvent' a song – Creation of a cover. Features of Baroque music: basso continuo, diatonic harmony, terraced dynamics, instrumentation (viol, bass viol, harpsichord et al). Keyboard fingering techniques - fluently perform a D major scale and arpeggio, ultimately applying this to parts of <i>Canon in D</i>. Peer collaboration to recreate Pachelbel's <i>Canon in D</i>.
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Following a score Expressive performance Audiation Five-finger technique Reading notation Identify and perform musical patterns 	<ul style="list-style-type: none"> Following a score Expressive performance Reading notation Audiation Working as an ensemble Five-finger technique Identify and perform musical patterns Constructing musical ideas 	<ul style="list-style-type: none"> Audiation Identify and perform musical patterns Expressive performance Reading notation Following a score Constructing musical ideas Working as an ensemble