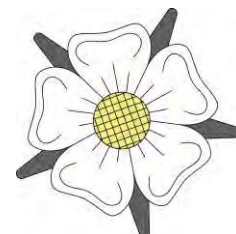


# John Taylor Free School



JOHN TAYLOR  
FREE SCHOOL

## Year 8 Music

### Aims:

- To perform accurately, fluently, and confidently
- To develop ensemble awareness
- To appraise music with maturity
- To compose music in a variety of genres
- To understand the content and context of music from a variety of cultures
- To instil the STRIPE habits in students' learning in music

### Content:

In music, students will develop their understanding and appreciation of music by exploring answers to three driving questions. Students will learn how music has travelled from various locations to the UK, by studying and performing Salsa, Samba, Blues, Rag and Rock 'n' Roll. Performing and working as a team will be the focus when students learn to play the Ukulele and develop their keyboard skills in Term 2. Students will conclude the year by exploring the history of the popular song and the musical, performing, composing, and listening along the way.

### Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	<p>What Makes Britain Great?</p> <p><u>Salsa &amp; Samba</u></p> <p>Students will compare two versions of the song 'Clocks' and discuss the impact of salsa instruments. On glockenspiels, we will learn to perform the melody, chords, and bassline of Salsa Bonita, before performing some classroom Samba.</p> <p><u>Blues, Rag and Rock 'n' Roll</u></p> <p>Students will learn about the content and context of Blues, before learning to perform a walking bass and 12-bar blues chord progression. We then focus on Ragtime and learn to perform School Room Rag. Finally, we compare both genres to Rock 'n' Roll.</p>	<p><u>Salsa &amp; Samba</u></p> <ul style="list-style-type: none"> <li>• Performing: Salsa Bonita</li> <li>• Composing: learning to improvise</li> <li>• Listening: Samba rhythmic dictation</li> </ul> <p><u>Blues, Rag and Rock 'n' Roll</u></p> <ul style="list-style-type: none"> <li>• Performing: 12 Bar Blues</li> <li>• Performing: School Room Rag</li> <li>• Listening: musical features of Blues, Rag and Rock 'n' Roll</li> </ul>
	Term 2	<p>What keeps me healthy?</p> <p><u>Learn to Play: Ukulele</u></p> <p>Students will learn to play many chords on the ukulele, before exploring and playing along to various songs including Hound Dog, Little Talks and Wonderwall.</p> <p><u>Just Play: Keyboard</u></p> <p>Students recap their knowledge on keyboard chords, before exploring and performing various songs including Shake It Off, High and Dry, Old Town Road and Bitter Sweet Symphony.</p>	<p><u>Learn to Play: Ukulele</u></p> <ul style="list-style-type: none"> <li>• Performing: 3-chord country Jam</li> <li>• Performing: Wonderwall</li> </ul> <p><u>Just Play: Keyboard</u></p> <ul style="list-style-type: none"> <li>• Performing: Blinding Lights</li> <li>• Performing: Bitter Sweet Symphony</li> </ul>

Term 3	<p>How does the past and present inform your future?</p> <p><u>Popular Song</u> Students explore and perform riffs from popular songs. We learn about song structure and perform Praise You. Finally, students will compose their own popular song riff.</p> <p><u>Musical Theatre</u> Students will explore the content and context of musical theatre as a genre. We develop historical understanding of the West End and the musicals performed on stage there, as well as key composers. Students will identify the main musical elements and instruments when listening to songs, and will perform songs from musicals both vocally and by using the keyboard.</p>	<p><u>Popular Song</u></p> <ul style="list-style-type: none"> <li>• Performing: Praise You</li> <li>• Listening: Melodic Dictation</li> <li>• Composing: Popular Song Riff</li> </ul> <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> <li>• Performing: Defying Gravity</li> <li>• Performing: Naughty</li> <li>• Listening: Musical Theatre examples</li> </ul>
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### Assessment:

Assessment in Music will take many forms. The three key areas of assessment remain the same: performing, composing, and listening/appraising. Performance assessments will include solo and ensemble performances on keyboards, glockenspiels, ukuleles, and percussion. Students will compose using various forms of notation. Listening and appraising will usually be assessed by answering question sheets relating to scheme-specific knowledge, completing quizzes to assess understanding of key terminology, and responding to music heard in lessons.

### Extended Learning:

Students will use Extended Learning to explore a variety of artists, composers, and genres. Peripatetic instrumental lessons are available on a huge variety of instruments at JTFS, delivered by staff from Entrust Music Service Staffordshire. Students will also have opportunities to perform at various school events throughout the academic year. Music enrichment clubs are also on offer during most lunchtimes.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Music</i> support this?
STRIPE	Students will use their booklets to regularly reflect on the progress they make. They will need to be team players within group work and ensemble performances. They will need to reflect on their skill and show resilience when faced with new musical knowledge and challenges. It is expected that the students will create extended projects which inspire their enquiries and foster their curiosity.
STEAM	Various activities will use mathematical skills to complete. In particular, the popular song scheme will stretch their mathematical minds and support their work on fractions.
Literacy	Students will learn lots of new key terminology and be able to use these confidently and accurately as we go through the curriculum. Students will communicate their understanding of why certain processes work and others do not.
Numeracy	Numeracy is embedded in the larger projects in Music, particularly during performance and composition. It is important to understand note durations and how notations can be used to compose.
SMSC, British Values and Citizenship	As part of this curriculum, students will explore genres of music from different areas and cultures of the world. We will embed an appreciation for musical genres – even for those we might not personally favour!