

Subject Long Term Plan Year 8 2021-20

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study: Build from the Bottom	Introduction to the topic	Learn the Layers of Pachelbel's Canon Ensemble work			Arrange Pachelbel's Canon into another genre of music		Assessment	
Objectives	<ul style="list-style-type: none"> -To learn and understand bass clef notation. -To remember and recap Treble clef notation. -Learn how to arrange Pachelbel's canon into another genre. -Skills on ensemble playing. 							
Core Learning	<ul style="list-style-type: none"> -Introduction to Bass clef -Recap Treble Clef -Listen to Pachelbel's Canon and Coolio -Start Pachelbel's Canon 	<ul style="list-style-type: none"> -Learn the 7 layers of the piece. -As an ensemble start layering these up. -Timing. 	<ul style="list-style-type: none"> -Listen to a range of arrangements of Pachelbel's Canon. -Using the layers of the music arrange it to another genre – this could be Dance, Techno, add words. 		Assessment Criteria: <ul style="list-style-type: none"> -Performance of the piece in your chosen style. -Timing. -A clear beginning ,middle and end. 			
Opportunity for Challenge		Learn the more complicated layers of the piece.			Take a leading role in the rehearsals.		Take a leading role in your group.	
Assessment		Teacher, Peer and Self reflection.			Teacher, Peer and Self reflection.		Live performance.	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS	
Area of Study: Ukulele	Introduction to the topic	Chord progression and Strumming	Chords and singing	Chords and singing	Chords and singing	Assessment.		
Objectives	<ul style="list-style-type: none"> -To be able to hold a Ukulele correctly. -To be confident playing 3 chords on the Ukulele. -To be confident playing the strumming pattern of the song. -To be able to sing and play the song at the same time. 							
Core Learning	<ul style="list-style-type: none"> -Background information. -Listening and analysing Ukulele Orchestra of Great Britain. -Introduction to how to hold the ukulele and the first chords. 	<ul style="list-style-type: none"> -Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming 	<ul style="list-style-type: none"> -Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. 	<ul style="list-style-type: none"> -Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. 	<ul style="list-style-type: none"> -Ensemble rehearsal -Timing. -Work on a section at a time. -How to play the chords and strumming. -Add the vocals. 	Performance criteria: <ul style="list-style-type: none"> -Singing and playing. -Chord progression. Strumming. Timing. 		
Opportunity for Challenge	Take a leading role in the ensemble.	Take a leading role in the ensemble.	Take a leading role in the ensemble.	Take a leading role in the ensemble.	Take a leading role in the ensemble.	Take a leading role in the ensemble.		
Assessment	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Teacher, Peer and Self reflection.	Live performance		

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Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM	
Area of Study: Film Music: Background music and Themes.	Film music: Background music and themes: Introduction Themes	Film Music: Background music and Themes: Background Music Genre Change						
Objectives	<ul style="list-style-type: none"> -To understand how music is used to enhance film. -To be able to identify how music is used to enhance film by the elements of music. -To create your own Music for a piece of Drama you are doing. <p style="text-align: center;">-To</p>							
Core Learning	<ul style="list-style-type: none"> -Learn about how music enhances films. -Listen to themes. Analyse why it is a particular character. -Play character sheet and match up the themes. -Introduction into Garage band. 	<ul style="list-style-type: none"> -Listening to background music for inspiration. Analysis of the different ways the film composers write their music. -Watch trailers where the music genre has changed: Harry Potter as a comedy and Elf as a thriller. -Choose your own film clip to create music for. The genre must be different. -Create themes for your characters. -Understanding Major and Minor. -Understand how the elements of Music are used for different emotions and Genres. -Use of Garage band. 						
Opportunity for Challenge	Explain which instruments are used for each character and why.	<ul style="list-style-type: none"> -Take a leading role in your group for creating the music. -Use the Elements of Music to guide you in your music making process. 						
Assessment	Teacher, Peer and self assessment each lesson.							

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER	
Area of Study: Film Music continued: Foley.	Film Music: Foley: Introduction	Film Music: Foley: Prop pass and creating Foley for chosen clip			Film Music: Background Music, Themes and Foley: Last rehearsal	Film Music: Background Music, Themes and Foley: Assessment		
Objectives	<ul style="list-style-type: none"> -To understand Foley and how it is used in film. -To do a prop pass for your play in Drama. -To create your Foley for your piece of Drama. 							
Core Learning	<ul style="list-style-type: none"> -Introduction to Foley and what it is. -Watch Gary Hecker clips. -Watch the Honda Civic choir advert. -Watch your chosen film clip and start the prop pass. 	<ul style="list-style-type: none"> -Continue with the prop pass pass for your chosen film clip. -Create sounds for the prop pass. Be imaginative on how you can create sounds. Remember layering. -Add the Foley to your background music and themes. -Rehearse the Foley once it is created for perfect timing to what is moving on the screen. -Use of Garage band. 			<ul style="list-style-type: none"> -Timing is rehearsed for live and pre recorded sounds and music. -Layering is completed. -Any last recording is completed. 	Assessment Criteria: <ul style="list-style-type: none"> -The background music and themes fit with the clip enhancing what is going on the screen well at all times. -The chosen genre is clear in the composition. -Clear themes. -The Foley is explored to the fullest with lots of layers for the movement on the screen. 		
Opportunity for Challenge	Take a leading role in the group.	Take a leading role in the group.			Take a leading role in the group.	Take a leading role in the group.		



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Assessment	Teach, Peer and Self assessment.	Teach, Peer and Self assessment.	Teach, Peer and Self assessment.	Live performance and recorded music will be assessed.	
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Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Area of Study: Minimalism	Minimalism: Introduction	Minimalism: Metamorphosis, Ostinato and Cells	Minimalism: Composition			Minimalism; Assessment.	
Objectives	<ul style="list-style-type: none"> -To understand Minimalism and the techniques used for composition. -To compose a piece of minimalist music. -To be confident using Garage band or Bandlab. 						
Core Learning	<ul style="list-style-type: none"> -Introduction to the topic. -learn about Phase shifting. Listen to Steve Reich Clapping music and Electric counterpoint. -Start composing a Phase shift. -Use of Garage band. 	<ul style="list-style-type: none"> -Learn about Metamorphosis and cells. -Listen to Tubular Bells by Mike Oldfield. - Continue composing piece adding in Cell and Metamorphosis. 	<ul style="list-style-type: none"> -Continue to compose your minimalist piece. Can be a solo or an ensemble. -Create using different instrument sounds. -Think about the timing. -Think about the structure. -Development of ideas. 			Assessment Criteria: <ul style="list-style-type: none"> -Key features: Phase shift, Metamorphosis, Ostinato and Cell. -Timing. -Structure. -Development of ideas. 	
Opportunity for Challenge	Take a leading role in your ensemble.	Take a leading role in your ensemble.	Take a leading role in your ensemble.			Take a leading role in your ensemble.	
Assessment	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.			Performance of the piece live and/or from Garage band.	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Area of Study: African Music	African Music: Introduction Djembe work.	African Music: Set rhythm, Improvisation and Call and Response. Djembe work.		African Music: Singing	African Music: Rehearsal	African Music: Assessment.	
Objectives	<ul style="list-style-type: none"> -To learn about the variety of music from the African continents. -To learn ensemble skills whilst playing a polyrhythm. -To improvise and compose your own rhythms. -To learn about the different singing techniques. -Learn an African song. -Compose a piece of music with set rhythm, improvisation, polyrhythm, call and response and syncopation. 						
Core Learning	<ul style="list-style-type: none"> -Background information. -Listening and analysis. -Learn the key words: Polyrhythm, Syncopation, A capella, Pentatonic, Improvisation, Call and Response. -Individual and whole class improvisation. 	<ul style="list-style-type: none"> -Learn the set rhythm. -Listening skills as an ensemble skills for the polyrhythm. -Recap improvisation. - Learn Call and response. -Create a piece with the Set rhythm, Call and Response and Improvisation. -Have a clear structure (beginning, middle and end). 	<ul style="list-style-type: none"> -Listen to Ladysmith Black Mambaza – Homeless. -Look at the two main Vocals used. Mbube and Ishicathimya. -Learn an African song. -Add the song to the rhythm piece using the Djembes. 	<ul style="list-style-type: none"> -Rehearse your piece through and focus on timing. -Check list: Making sure the piece has a clear structure, improvisation, Call and Response, set rhythm (polyrhythm) and singing. 	Assessment Criteria: <ul style="list-style-type: none"> -Call and Response. -Improvisation. -Syncopation. -Clear structure, -Set rhythm (polyrhythm). -Singing. 		
Opportunity for Challenge	Take a leading role in your ensemble.	Take a leading role in your ensemble.		Take a leading role in your ensemble.	Take a leading role in your ensemble.	Take a leading role in your ensemble.	



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Assessment	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Teacher, Peer and Self feedback.	Live performance.	
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