





# Subject Long Term Plan Year 8

## Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM	
<b>Area of Study:</b> Film Music: Background music and Themes.	Film music: Background music and themes: Introduction Themes	Film Music: Background music and Themes: Background Music Genre Change						
<b>Objectives</b>	-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. -To							
<b>Core Learning</b>	-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.	-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.						
<b>Opportunity for Challenge</b>	Explain which instruments are used for each character and why.	-Take a leading role in your group for creating the music. -Use the Elements of Music to guide you in your music making process.						
<b>Assessment</b>	Teacher, Peer and self assessment each lesson.							

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
<b>Area of Study:</b> 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	
<b>Objectives</b>	-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.						
<b>Core Learning</b>	-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.	-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.			-Timing is rehearsed for live and pre recorded sounds and music. -Layering is completed. -Any last recording is completed.	Assessment Criteria: -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.	



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<b>Opportunity for Challenge</b>	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.	
<b>Assessment</b>	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
<b>Area of Study: Minimalism</b>	Minimalism: Introduction	Minimalism: Metamorphosis, Ostinato and Cells	Minimalism: Composition			Minimalism; Assessment.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-To understand Minimalism and the techniques used for composition.</li> <li>-To compose a piece of minimalist music.</li> <li>-To be confident using Garage band or Bandlab.</li> </ul>						
<b>Core Learning</b>	<ul style="list-style-type: none"> <li>-Introduction to the topic.</li> <li>-learn about Phase shifting.</li> <li>Listen to Steve Reich Clapping music and Electric counterpoint.</li> <li>-Start composing a Phase shift.</li> <li>-Use of Garage band.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about Metamorphosis and cells.</li> <li>-Listen to Tubular Bells by Mike Oldfield.</li> <li>- Continue composing piece adding in Cell and Metamorphosis.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to compose your minimalist piece. Can be a solo or an ensemble.</li> <li>-Create using different instrument sounds.</li> <li>-Think about the timing.</li> <li>-Think about the structure.</li> <li>-Development of ideas.</li> </ul>			Assessment Criteria: <ul style="list-style-type: none"> <li>-Key features: Phase shift, Metamorphosis, Ostinato and Cell.</li> <li>-Timing.</li> <li>-Structure.</li> <li>-Development of ideas.</li> </ul>	
<b>Opportunity for Challenge</b>	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.	
<b>Assessment</b>	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
<b>Area of Study: African Music</b>	<b>African Music: Introduction Djembe work.</b>	<b>African Music: Set rhythm, Improvisation and Call and Response. Djembe work.</b>		<b>African Music: Singing</b>	<b>African Music: Rehearsal</b>	<b>African Music: Assessment.</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-To learn about the variety of music from the African continents.</li> <li>-To learn ensemble skills whilst playing a polyrhythm.</li> <li>-To improvise and compose your own rhythms.</li> <li>-To learn about the different singing techniques.</li> <li>-Learn an African song.</li> <li>-Compose a piece of music with set rhythm, improvisation, polyrhythm, call and response and syncopation.</li> </ul>						
<b>Core Learning</b>	<ul style="list-style-type: none"> <li>-Background information.</li> <li>-Listening and analysis.</li> <li>-Learn the key words: Polyrhythm, Syncopation, A capella, Pentatonic, Improvisation, Call and Response.</li> <li>-Individual and whole class improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the set rhythm.</li> <li>-Listening skills as an ensemble skills for the polyrhythm.</li> <li>-Recap improvisation.</li> <li>- Learn Call and response.</li> <li>-Create a piece with the Set rhythm, Call and Response and Improvisation.</li> <li>-Have a clear structure (beginning, middle and end).</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to Ladysmith Black Mambaza – Homeless.</li> <li>-Look at the two main Vocals used. Mbube and Ishicathimya.</li> <li>-Learn an African song.</li> <li>-Add the song to the rhythm piece using the Djembes.</li> </ul>	<ul style="list-style-type: none"> <li>-Rehearse your piece through and focus on timing.</li> <li>-Check list: Making sure the piece has a clear structure, improvisation, Call and Response, set rhythm (polyrhythm) and singing.</li> </ul>	Assessment Criteria: <ul style="list-style-type: none"> <li>-Call and Response.</li> <li>-Improvisation.</li> <li>-Syncopation.</li> <li>-Clear structure,</li> <li>-Set rhythm (polyrhythm).</li> <li>-Singing.</li> </ul>		
<b>Opportunity for Challenge</b>	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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<b>Assessment</b>	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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