

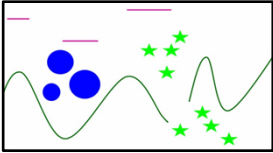

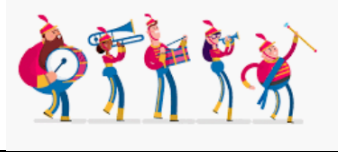




## Year 8 MUSIC Big Picture

<p><b>Unit 1</b> The Elements of Music</p> <p>Pitch &amp; Rhythm</p>  	<ul style="list-style-type: none"> <li>○ Understand the Elements of Music</li> <li>○ Be able to recognise and comment on the Elements of Music when listening</li> <li>○ Explore the Elements of Music through fun boomwhacker pieces</li> <li>○ Be able to work in groups and as an individual in performance and composition</li> <li>○ Understand the Key words PITCH and RHYTHM</li> <li>○ Understand good practice when playing the recorder</li> <li>○ Understand note letter names on the Treble clef</li> <li>○ Understand note duration names and lengths and crotchet rests</li> <li>○ Understand bars, bar lines, treble clef and time signature</li> <li>○ Learn how to read and play the notes B, A &amp; G and play music using BAG</li> <li>○ Understand the key words PULSE/BEAT/RHYTHM/DURATION</li> <li>○ Be able to find the pulse/beat in music and clap/tap/count/play along</li> <li>○ Understand the keyword TEMPO</li> <li>○ Understand the difference between Waltzes and Marches</li> <li>○ Compose a waltz using BAG (CAT 1)</li> <li>○ Learn how to read and play the notes C &amp; High D and play music using BAGC&amp;D</li> <li>○ Understand Key words MELODY, HARMONY &amp; CHORD</li> </ul>
<p><b>Unit 2</b></p> <p>Graphic Scores</p> 	<ul style="list-style-type: none"> <li>○ Investigate how Graphic Scores are used in writing and performing music</li> <li>○ Understand how graphics/symbols/pictures represent musical elements such as Pitch, duration, dynamics, timbre, texture etc.</li> <li>○ Understand Key words DYNAMICS and TEXTURE</li> <li>○ Compose a group composition describing a story you have been given and produce a graphic score</li> <li>○ Continue playing recorder pieces with the notes BAGC&amp;D</li> <li>○ Add new notes F#, E and Low D</li> <li>○ CAT 2 – Recorder playing – ‘Promenade. Be familiar with performance success criteria</li> </ul>
<p><b>WINTER EXAM</b> (CAT 3)</p>	<ul style="list-style-type: none"> <li>○ In class you will take a listening exam based on the topics so far (50%)</li> <li>○ You will also play Jingle Bells on recorder as your exam practical (50%)</li> </ul>
<p><b>Fun Christmas Music</b></p> 	<p>Christmas Boomwhackers !!</p>
<p><b>Unit 3</b> Marches Project</p> 	<ul style="list-style-type: none"> <li>○ Listen to a range of marches and use thinking skills to think about why and how music can be written for specific purposes</li> <li>○ Identify elements of music which composers use to suit the purpose of the music</li> <li>○ Perform a march in a chosen style</li> <li>○ Compose a march (CAT 4)</li> <li>○ Continue playing recorder pieces with the notes BAGCDF#E &amp; Low D</li> </ul>
<p><b>Unit 4</b> Timbre</p> 	<ul style="list-style-type: none"> <li>○ Understand the Key word TIMBRE</li> <li>○ Investigate timbre through listening, composing and performing activities</li> <li>○ Continue playing recorder pieces with the notes BAGCDF#E &amp; Low D</li> </ul>
<p><b>SUMMER EXAM</b> (CAT 5)</p>	<ul style="list-style-type: none"> <li>○ In class you will take a listening exam based on all the topics so far (50%)</li> <li>○ You will also play Vindaloo on recorder as your exam practical (50%)</li> </ul>
<p><b>Unit 5</b> Compose a Melody using ICT</p> 	<ul style="list-style-type: none"> <li>○ Using an online sequencer and a composition template create a 12 bar melody which has ‘Question and Answer’ Phrases and ABA (Ternary form) structure. (CAT 6)</li> <li>○ Understand Key word STRUCTURE/FORM</li> <li>○ Continue playing pieces with the notes BAGCDF#E &amp; Low D</li> </ul>