

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	A study of the Blues Writing Christmas songs using AABA form and the context of the Great American Songbook	How to understand and interpret the Blues style How to compose a Blues in AAB strophic form How to develop instrumental knowledge and awareness to facilitate this Developing knowledge of the AABA structure of the Great American SongBook	- How to develop and apply ensemble skills through performance. - How to appraise, analyse and evaluate music using technical terms. - How to identify musical extracts from different styles and periods of the 20th century which are specifically Blues-based (or derivative) - How to improvise musical motifs and melodies over set chord patterns ie. the 12 bar Blues - To develop and deepen ukulele and keyboard skills from Year 7, and add the guitar as a possible instrument into the mix - To understand Blues/jazz specific terminology, both in the abstract and in practice, eg. swing, 'blue' notes, pitch bends, the Blues scale, a greater awareness of the role of dissonance etc. - To understand the AABA nature of the Great American SongBook genre; to compose lyrics in this style and to compose a song in this structure with a Christmas theme for class performance - Students will prepare a leadsheet using Sibelius, together with the 'shorthand' of chord symbols as a means of defining the harmonies that work with the melodies written	How understanding is assessed: Individual Performance Assessment from group performance in class. Written appraising answers. AP Point: IPA as above Skills: Aural skills, evaluation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), practical skills on ukulele plus bass guitar, rhythmic awareness, improvisation, playing by ear, the memorization of musical material and its repetition in performance

Spring	Cover Songs	How to interpret existing songs in a popular style from chords/lyrics on a leadsheet Preparing a group class performance To prepare a 3 minute podcast for class broadcast on a topic set by students	- Students will work with and understand the verse-chorus form of a traditional pop song - They will listen to/analyse a range of songs from different styles in order to understand the function of each instrumental layer and also the intro/outro/middle 8/bridge elements - They will form groups, choose a song and prepare a performance of it from memory, using instruments that they already play (or choosing a new one to learn, such as the drums) - Students will learn the basics of podcasting; how to record, mix, edit and finalise an audio mix of spoken word elements and musical elements - They will research a topic of interest to them, write and refine a script and record themselves delivering it - Their finished piece will be three minutes long - Students will learn how to balance the voice levels and musical levels to ensure an even outcome - They will learn how to record in a room with no reverb and the difference between acoustic environments	How understanding is assessed: - Class performance of pop song cover project will show a range of performance techniques, including creating/reading from a leadsheet and interpreting an existing pop song with creativity and imagination - assessment of written podcast script - assessment of recorded musical choices, the balance and blend of music and vocals and the nuanced use of crossfades and mixing to obtain a polished end result Assessment point: - To combine elements of both the cover song and podcasting project Skills: - A mix of performance skills, teamwork, musical development, creativity and computer skills as part of a group. Students will discover how 'professional' podcasting is done and develop their own abilities in public speaking and delivery
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Summer	Opera, with Carmen as a focus	To understand the nature of musical theatre; to explore how such songs create/sustain mood and atmosphere, and to write a song as if an out-take from West Side Story in this style	- Students will discover the opera genre through a range of existing songs in this style - They will build on existing knowledge of song from their covers project and learn how operas are formed, and how the balance of spoken word/song contributes towards the overall outcome - They will watch a filmed performance of Carmen by Bizet (the ROH version) as context for their composition project - Students will discover the main musical ‘fingerprints’ of the show through listening, discussion, analysis and class singing - Working with a blend of pre-existing material and newly created material, students will perform an arrangement for classroom ‘orchestra’ - They will consider how the combination of music and lyrics can create mood and atmosphere and a sense of character, together with the use of leitmotif, both in sung and orchestral excerpts - They will work as a group to create a class performance, analysing each other’s work and offering constructive and positive feedback on the success of the musical outcome	How understanding is assessed: AP point: - Individual assessment of elements of group/paired performance of Carmen excerpts - The extent to which they have contributed to the group’s work <u>Skills:</u> - Developing fluency and accuracy in reading notation, keyboard skills, singing, aural skills, analysis, annotation, evaluation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (included extended writing). - Students will also develop a deeper understanding of the opera genre, its history and traditions which will prepare them for future study of musicals in Year 9
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