



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

LEARNING OVERVIEW FOR (SUBJECT): **Music**

YEAR GROUP: **8** (ON TERMLY ROTATION)

Rotation	Scheme of Work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills	How will this learning be assessed?
1	The Blues	The Blues introduces students to the vocal and instrumental traditions of the blues. This unit will allow students to understand more about American culture and black history. Students go on to look at the development of the 12-bar blues and improvisation; through both individual and small group performance. A larger, class band is created, where students are encouraged to improvise and create their own interpretations, based around familiar blues conventions. Guitars, keyboards and technology can be used in this topic and it serves as a gateway into our understanding of more modern popular music forms.	<ul style="list-style-type: none"><li>• Confidence</li><li>• Teamwork</li><li>• Vocal technique</li><li>• Singing in unison</li><li>• Singing in parts</li><li>• Contextual / Historical understanding</li><li>• Ensemble Skills</li><li>• Instrumental Techniques</li><li>• Improvising</li><li>• Band Skills</li></ul>	<ul style="list-style-type: none"><li>• Group performances</li><li>• Video and audio recordings</li><li>• Peer Assessment</li></ul>





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2	Beats 'n' Rhymes + Rhythms of the World	<p>Students explore the relationship between beat making and rap music. Pupils will explore beat boxing, rapping and vocal performances and incorporate this within a Hip Hop compositional task. Pupils will use Logic Pro and iPads to explore a variety of techniques associated with Hip Hop, including sampling, remixing, rhythm sequencing and looping.</p> <p>Students develop their live ensemble rhythmic performance skills, whilst exploring the musical techniques associated with African Djembe Drumming.</p> <p>Students also experience playing rhythmic percussion music in whole class and small groups. They will compare different genres whilst looking at cultural context. Class ensembles are often performed at the summer concert.</p> <p>The Beats 'n' Rhymes project then leads students into an informal performance project, where they can choose to either perform a piece live or produce a remix project.</p>	<ul style="list-style-type: none"><li>• Compositional Skills</li><li>• Rhythmical elements</li><li>• Vocal technique</li><li>• Ensemble skills</li><li>• Keyboard technique</li><li>• ICT Skills</li><li>• Contextual / Historical understanding</li></ul>	<ul style="list-style-type: none"><li>• Compositions created and marked on Logic Pro</li><li>• Digital marking and feedback</li><li>• Live performances</li></ul>
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3	Band Skills	<p>In year 8 Band Skills, Students are guided on song selection but ultimately, they make the decision that is best for their personal development. Students will work in bands, playing guitar, bass, keyboard, vocals, and drums. Using a mixture of simple tab/notation/learning by ear they will work to perform their own version of 'a popular song performance recorded and uploaded. A clear development from year 8 - students will focus on getting the elements performed accurately, plus they will create their own learning objectives to be a successful band member.</p>	<ul style="list-style-type: none"><li>• Reading notation (tabs, scores, lyrics, YouTube, other)</li><li>• Learning by ear</li><li>• Learning from others</li><li>• Independence</li><li>• Interdependence</li><li>• Teamwork</li><li>• Performance skills</li><li>• Rehearsal Skills</li></ul>	<ul style="list-style-type: none"><li>• Regular Self-Assessment tasks allow students to reflect on their own progress.</li><li>• Regular verbal feedback</li><li>• Final Performance</li></ul>
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