

Topic: Year 8 Chromatic Notes Duration: 6-7 weeks

Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
<p>Dynamics, Melody, Pitch, Rhythm, Chord, Tempo, Theme, Time Signature, Key Signature, Stave, Crotchet, Quaver, Minim, Rhythm, Accompaniment, Instruments, The Beatles, Accidental, Sharp, Flat, Right, Left, Beat, Harmony</p>	<ol style="list-style-type: none"> 1. Can you explain what a chromatic note is? 2. Can you identify/name a chromatic note? 3. Why do pieces of music include chromatic notes? 4. What is a key signature? 5. What are the order of sharps in a key signature? 6. What are the order of flats in a key signature? 7. What are the 'white notes' on a keyboard called? 8. What is the name of the 1960's British group who wrote and performed many hit songs?? 	<ul style="list-style-type: none"> • Be able to use key vocabulary to critically analyse and discuss pieces of music which use chromatic notes. • Be able to identify chromatic notes on a keyboard and apply them when performing & composing music. • Be able to understand the concept of key signatures. • Why do composers use key signatures? 	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of how the use of chromatic notes are applied within music. • The topic will introduce pupils to a variety of new pieces. • Chromaticism introduces learners to a key concept needed for GCSE music and beyond.

Topic: Year 8 Film Music Duration 6-8 weeks

Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
<p>Bass clef, Chord, Concord, Crescendo, Cue-sheet, Discord, Dynamics, Leitmotif, Pitch, Repeat Marks, Soundtrack, Storyboard, Theme, Tempo, Crescendo, Diminuendo, Genre, Timbre, Tone & Voice.</p> <p>Mood, Style, Ostinato, Motif, Dynamics, Chords, Bass Line and Melody.</p>	<ol style="list-style-type: none"> 1. Can you identify at least 5 different motifs from 5 different films. 2. Can you discuss and identify how music can enhance the visual and dramatic effects of film? 3. How does the emotional and narrative messages effect the drama on screen? 4. How can music change the viewer's interpretation of a scene? 5. Can you list appropriate musical techniques used in film music? 6. What type of musical devices are often used by film composers? 7. Can you describe the difference between the sound of a concord and a discord? 8. Can you identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of different tonalities, scales and other musical devices. 9. Are you able to comment on and show you have developed a deeper understanding of music used in films and its history? 10. Are you able to perform confidently as part of a duet or group and maintain your part with confidence and accuracy? 11. Can you discuss and talk about other students work and offer good advice about how to improve and make better progress? 12. Can you evaluate compositions as well as performances and identify more complex ways of improving composition and performance material 	<ul style="list-style-type: none"> • Be able to use key vocabulary to critically analyse and discuss pieces of music which feature different types of melodic motifs. • Know and understand how film composers have used specific techniques to create particular moods. 	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of how music is created using a specific type of compositional method. • Ideas about how composers manipulate the elements to create a specific variation or compositional method. • This introduces learners to key concepts needed for GCSE music and beyond.