

Topic: Year 8 Intervals Duration: 6-7 weeks			
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Dynamics, Melody, Pitch, Rhythm, Chord, Tempo, Theme, Time Signature, Key Signature, Stave, Crotchet, Quaver, Minim, Rhythm, Accompaniment, Chromatic, Instruments, Accidental, Sharp, Flat, Right, Left, Beat, Harmony, Vivaldi, Interval, Dissonant, Consonant, Octave	<ol style="list-style-type: none"> 1. Can you explain what an interval is? 2. Can you identify/name a chromatic note? 3. Which intervals create a pleasant, consonant sound? 4. Which intervals create a tense, dissonant sound? 5. How do you work out the distance of an interval? 6. When an interval is eight notes apart, what is its technical name? 7. What is the Baroque composer who wrote the Four Seasons? 	<ul style="list-style-type: none"> • Be able to use key vocabulary to critically analyse and discuss pieces of music which use certain intervals. • Be able to identify intervals on a keyboard and apply musical vocabulary to describe them. • Be able to understand the concept of intervals creating dissonance and consonance. • Why do composers select certain intervals? 	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of how the use of intervals are applied within music. • It links to chromatic notes unit as it includes the use of chromatic notes. • The topic will introduce pupils to a variety of new pieces. • Intervals introduces learners to a key concept needed for GCSE music and beyond and develops aural awareness.

Topic: Year 8 Music Popular Songs & Music Technology Duration 6-7 Weeks			
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
Arrangement Cover Version Genre Original Singing Song Style Bass Line Bridge Chords Chorus Coda Counter-melody Harmony Intro Link Middle 8 Outro Structure Song sheet Verse Hook	<ol style="list-style-type: none"> 1. Can you explain how different types of songs are used in different cultures, times and places? 2. Are you able to perform the same song in different styles? 3. Can you name at least three different ways of structuring a good popular song? 4. Can you name at least three different types of chords & chord progressions that are often found in popular songs? 5. What is the composition process of planning a song? 6. What are the instruments most commonly used in popular music through the various decades beginning with the 1960's? 7. Can you describe how to insert structural as well as textural layers into a song? 8. What are hooks and riffs? How would you use them in an original composition and can you name at least 3 examples of popular music that use these unique compositional devices? 9. Are you familiar with the primary chords and how to use these effectively in a composition? 10. Can you sing a popular song with good vocal tone, maintain a part with good pitch and rhythmic accuracy? 11. What makes a good song – discuss. 	<ul style="list-style-type: none"> • Be able to perform confidently in a range of solo and ensemble contexts using the voice, various type of instruments fluently and with accuracy as well as expression. • Understand the difference between improvisation and composition. Extending and developing musical ideas, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history. • Using knowledge, understanding and skills developed in previous topics to describe the various types of structures used in EDM and other styles of music. 	<ul style="list-style-type: none"> • The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit – teachers can choose whether pupils spend the final two lessons composing their own popular song or whether to allow pupils to perform their own arrangement of a popular song from a wealth of options given. • This introduces learners to key concepts of composition techniques needed for GCSE music and beyond. • Literacy – Lyrics of different types of songs often relay a certain message, sometimes political e.g. protest songs; lyrical hooks; repeated phrases/refrain in poetry.