




YEAR 8 – Class band 4

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Blues



Curriculum Intent	In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Intent</u></p> <p>This scheme of work is designed to draw together different skills students have learnt to fulfil different areas of the Music Curriculum. Some classes will complete this topic using keyboards, others using ICT, and others using live instruments. Students will build on previous class band experience including using chords, and also learn how to compose using improvisation. They will reflect on improvised melodies of themselves and of their peers to improve their own work. They will take responsibility for the creation of their own part. Each topic's PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none">• Characteristics of Blues music 12-bar blues, walking bass, stride piano, blues scale, improvisation• How to improvise using a scale• Creating riffs• Melodic structure• Swing rhythms• Instrumental skills on keyboard / guitar / ukulele / bass / drum kit• Groupwork and teamwork skills in rehearsal• Effective practice, identifying weaknesses, refining• Performance skills <p>NC links</p> <ul style="list-style-type: none">• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• use staff and other relevant notations appropriately and accurately in a range of musical styles, 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
Spiritual, moral, social, and cultural development	<p>SMSC: Students will be singing as a class and work in small groups (social) on their parts. During performances, students will listen to peers in silence to show respect. Even though students will be grouped mainly by similar level of musical skill, the skills within will be varied. Students must communicate sensitively to achieve the best result. Blues music has links to Gospel music and spiritual themes. Blues music offers the opportunity to hear of</p>

	<p>the plight of black people in the Deep South of America. Issues that pervade our world today.</p> <p>PSHE/British Values: BLM</p> <p>Skills Builder:</p> 
Numeracy	<p>Students see how the 12-bar Blues is broken into 3x 4-bar phrases with each bar/chord lasting for 4 beats.</p> <p>AAB structure is 3x 4-bar phrases. Students may create 6x 2-bar phrases.</p> <p>The walking bass motif lasts for 2-bars and students must take this into consideration to make sure it works.</p>
Literacy	<p>Vocabulary Tier 2: Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice,</p> <p>Vocabulary Tier 3: Blues, Chord, 12-bar blues, structure, melody, swing, straight, rhythm, blues scale, phrase, hook / riff,</p> <p>Reading: Students follow the 12-bar Blues chord sequence. Students will read to understand the political and social messages of some Blues songs.</p> <p>Writing: Students will write lyrics in a Blues format and style</p> <p>Oracy: Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.</p>
Becoming future ready	<p>Careers/Employability: Songwriting</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>To be able to recall the layers of a band piece – melody, accompaniment, bass line, chords, rhythm</p> <p>To be able to sing together as a class</p>
Learning Outcomes (Most Powerful Knowledge)	<p>To be able to learn 12-bar blues and walking bass</p> <p>To be able to improvise simple riffs</p> <p>To be able to develop riffs into a melody</p> <p>To be able to work within an agreed structure</p> <p>To be able to write lyrics</p> <p>To be able to work in (small) groups to create a multi-part performance</p> <p>To be able to perform (in groups) with singing, drum kit and bass line in time</p> <p>To be able to achieve a clear balance between parts</p> <p>To be able to play the relevant chords on keyboard / guitar / ukulele</p> <p>To know what notes are in the chords being used</p> <p>To be able to direct a performance</p> <p>To be able to add other parts to the performance</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Vocal skills will be developed through all units</p> <p>Leads on to Class Band 5-6</p> <p>Music keywords will be built on in future units</p>

Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.