

**Music Department**

**Year 8**

**Topic: Blues**

**Learning Journey**

**Prior learning:**

**Students have looked at Indian Ragas (these are similar to a Western Scale) in their previous topic and they looked at major and minor scales in Year 7. They are now being introduced to the pentatonic scale. They have composed pieces that include melody, rhythmic accompaniment and harmonic accompaniment. Students learned about triads in Y7 and will be building on this knowledge in this topic. Binary, ternary and rondo structures were studied in the previous topic and this topic will broaden student's knowledge by introducing a new structure (12 bar blues). Students have developed solo and ensemble performance skills in previous topics but this topic will introduce improvisation.**

<b>Learning sequence – topic title</b>							<b>Endpoint</b>
<b>Main learning steps</b>	Students learn to analyse Blues music when listening using musical terms for dynamics, tempo, structure and timbre. They learn to describe the key characteristics of Blues music.	Students learn how to vary accompaniment figures as they are introduced to block, rhythmic and broken chords. Students practice the 12-bar blues with varied accompaniment figures.	Students learn what a pentatonic scale is and use this to improvise a blues melody. This is performed to the class.	Students learn a common structure found in Blues music lyrics and write their own Blues lyrics. They then develop their Blues compositions by adding call and response between the pentatonic scale melody	Students develop their Blues music compositions by adding a change in dynamics or tempo to their work.	Develop analysis skills as students complete a listening assessment about Blues music. The focus of this assessment encourages students to develop extended writing practice	To compose a piece of music in a Blues style which includes chords, melody and vocals.

	Students are introduced to a popular Blues structure (12 bar blues) and learn to play this chord sequence on keyboard, ukulele or acoustic guitar.			and the vocals. The varied accompaniment figures from the earlier lesson are included in their work.		and embeds the use of musical terminology when analyzing.	
<b>Assessment</b>				Self-assessment – Students complete a self-assessment on the work covered so far this topic.		Summative Assessment – Students complete a listening assessment and this is peer assessed.	Summative assessment – Students complete a practical assessment where they perform their composition to the class and receive written teacher feedback.

***Where will we use these ideas again:***

Triads will be revisited in Reggae music and several topics in Year 9. Musical structures are discussed in every future topic. Scales are discussed in Film music, Reggae and most Year 9 topics. Performance skills are used in all future topics. Composition skills are used in Year 9. Analyzing music when listening happens in every future topic.