

Music Department

Year 8

Topic: Krishna and the King of the Snakes

Learning Journey

Prior learning:

Students learnt about melody, chords and rhythm in Year 7 and they have performed as part of an ensemble in previous topics. Students have worked on timing and listening for the beat of music. They have also identified different instruments when listening to music and have studied Samba music. Students looked at major scales in Y7 when they studied the Four Seasons, they then looked at pentatonic scales in Blues music they are now looking at ragas.

Learning sequence – topic title							Endpoint
Main learning steps	Understand the terms raga, tala and drone. Describe these three elements when listening to Indian music. Use a given raga to create a short composition. Add a drone to this composition.	Identify different Indian instruments when listening and compare these to Western instruments. Understand and recognize three musical structures: Binary, Ternary and Rondo. Use these	To understand Italian vocabulary for dynamics and tempo in music and to use these terms when listening and analyzing. To add tempo and dynamic playing instructions to their compositions.	To understand the terms polyrhythm, bi-rhythm, cross rhythm and unison and to recognize these terms when listening to music. To develop composition further by using these	Develop analysis skills when listening to Indian music. Use musical terminology that has been introduced this topic. Develop ensemble performance and composition	Develop performance skills the main focus is on timing as part of an ensemble and performing polyrhythms.	All students will have composed a piece of music that includes a raga, tala and drone. The music will be structured in either binary, ternary or rondo form. The piece will include dynamic or

		structures to develop their compositions to fit one of these structures.		rhythmic devices.	skills further using these techniques.		tempo variation
Assessment			Formative Assessment – students perform their pieces so far and all complete a peer assessment task on other groups.			Summative assessment – Students will all perform their final compositions and will receive written feedback from their teacher.	

Where will we use these ideas again:

Harmonic devices such as drone and pedal notes come up in all future units of work. Composing skills will be used again in Y9 when students compose 4 chord pieces. Performance skills will be used in all future topics both as soloists and ensembles. Dynamic variation and musical structures come up again in all future topics.