

Music Department
Year: 8
Topic: Blood Brothers
Learning Journey

Prior learning:

Musical Literacy – Students have learnt how to read treble clef and bass clef notation in years 7 and 8. They have learnt how to read rhythm in Years 7 and 8. They will revisit this in Year 9 and will learn more complex rhythmic notation and consolidate learning of ledger lines in both clefs.

Performance Skills – Students have performed as soloists and as part of an ensemble throughout Years 7 and 8. They will continue to develop their ensemble performance skills, learning more complex music in Year 9.

Musical Analysis/Listening – Students have learnt to recognize key features of different musical genres. They are familiar with musical vocabulary. They will embed and develop this learning in Year 9.

Learning sequence – topic title							Endpoint
Main learning steps	<p>Listening and analysis of Musical Theatre.</p> <p>Students will listen to a range of Musical theatre pieces and will identify key features of the style. They will develop analysis skills and continue to extend their</p>	<p>Whole Class Performance</p> <p>Students will be introduced to the song from Blood Brothers that they will be learning as a class. The parts will be differentiated and divided into piano chords, guitar chords, melody, riff, rhythmic accompaniment and vocals. Students will learn to perform the</p>	<p>Interpreting Notation Independently</p> <p>Students will work independently to learn the next section of the music from written notation. This may be staff notation, tablature or drum notation.</p>	<p>Ensemble Performance</p> <p>Students will work in smaller ensemble groups to rehearse their own version of the song they have been assigned.</p>	<p>Analysis – Compare and Contrast.</p> <p>Students will use their analytical skills to compare and contrast two pieces of music from Musical Theatre shows. The focus here is recognizing and describing the different elements of</p>	<p>Performance</p> <p>Students will perform to the rest of the class for their end of topic assessment.</p>	<p>Students will perform their own version of a song from Blood Brothers as part of an ensemble.</p>

	musical vocabulary.	piece as a whole class ensemble.			music in each piece.		
Assessment				Formative, verbal, feedback – Students will perform their pieces so far to the rest of the class and complete a peer assessment.		Summative Assessment – Students will receive written feedback from their teacher on the performance that they have given.	

Where will we use these ideas again:

Musical Literacy – Students will continue to read notation in all future topics. They will independently interpret notation in *Battle of the Bands* and will develop a deeper understanding of drum staff notation in *Disco*. In the next topic (4 chord compositions) students will write their own rhythmic notation and plot their melodies onto the staff.

Performance Skills – Students will perform in all future topics.

Musical Analysis/Listening – Students will continue to analyze music and compare it to the key features of the genre in all future topics. This is a key element of the AQA GCSE course.