

Attenborough

Expressive Arts Department

# KS3 Learning Booklet

# Music



# Year 8



Name: \_\_\_\_\_

Teaching Group: \_\_\_\_\_

Music Teacher: \_\_\_\_\_

My Target for the end of Key Stage 3 is: \_\_\_\_\_

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## Expectations in Music

- Follow all instructions.
- Always listen to the teacher.
- Ask if you are unsure about what to do.
- Do not plug in or use the keyboards without permission
- Always write on music in pencil, when allowed.
- Never use the DJ or Demo functions.
- Do not drink around the keyboards

# Units of work

	Unit	Title
Year 7	1	Rhythm
	2	Pitch (How to read music)
	3	The Orchestra and Musical Theatre
Year 8	4	Music History
	5	Blues Music Performance
	6	World Music
Year 9	7	Film Music
	8	Popular Song Performance
	9	Song Writing

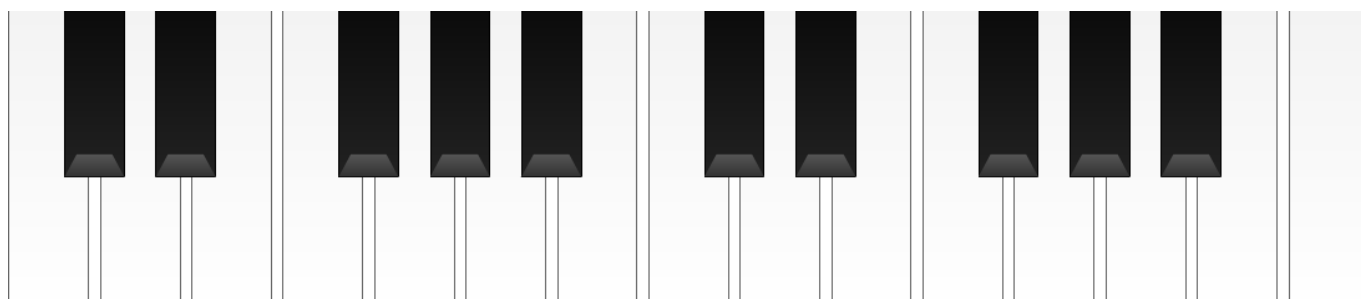
## The Keyboard.

**C# D#**  
**Db Eb**

**F# G# A#**  
**Gb Ab Bb**

**C# D#**  
**Db Eb**

**F# G# A#**  
**Gb Ab Bb**



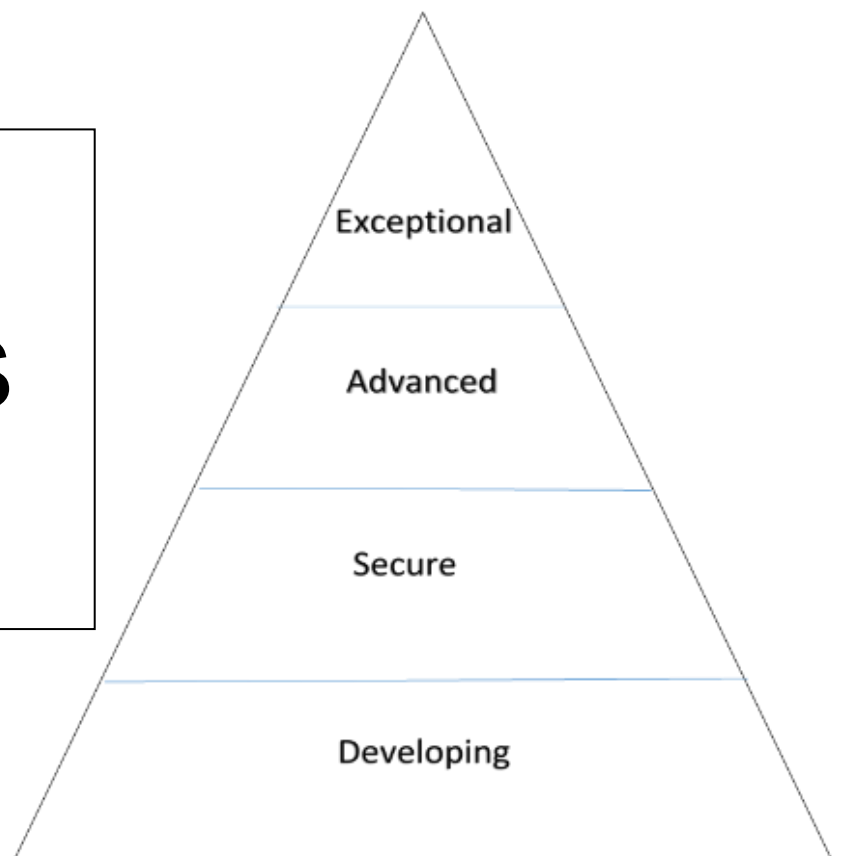
**C D E F G A B C D E F G A B C**

# KS3 Learning Journey:

Colour/shade in the relevant area to see what are currently achieving 😊

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Exceptional</b>						
<b>Advanced</b>						
<b>Secure</b>						
<b>Developing</b>						
	<b>Year 7</b>			<b>Year 8</b>		

**Your  
Target is**  
:



## **KS3 Assessment Criteria**

	<b>AO1 - Composing Create &amp; develop ideas.</b>	<b>AO2 - Performing Apply theatrical skills in performance.</b>	<b>AO4 - Evaluating Analyse &amp; evaluate their own work &amp; that of others.</b>
<b>Exceptional</b>	A productive musician is very committed to the music keeping the working atmosphere positive and productive. Own compositions are brilliantly written or showing outstanding confidence & creativity using the musical elements. Has complete control over musical techniques, using them with original/impressive results. Outstanding interpretation of the genre.	Is completely committed to the roles they play in performance. Performances are delivered faultlessly, with creative and confident stylistic features. Has complete control over the skills needed to perform entirely convincing pieces.	Can respond to questions and feedback in class with perceptive comments whilst challenging ideas. Makes structured suggestions for improvement, reflecting on skills and end result throughout.
<b>Advanced</b>	Contributes musical ideas very well to their group showing good leadership skills. Their own compositions are confidently planned and developed. Can recognise and use a variety of musical techniques with confidence and stylistic features.	Can consistently stay in time for the whole of a performance. Parts are performed without limited mistakes. Can perform a variety of convincing styles with confidence.	Can respond to questions and feedback in class intelligently with thoughtful and positive analysis. Makes detailed suggestions for improvement, reflecting consistently.
<b>Secure</b>	Makes positive contributions to a group, sharing ideas & showing some leadership. Their own compositions are beginning to show development using musical devices. Can recognise & use music techniques with growing confidence and style	Can stay in time for most of the performance with few rhythmic and notation mistakes. Any parts learnt are delivered with occasional reminders. Can perform with confidence.	With some encouragement, they can respond to questions and feedback in class with comments that show some reflective thought. Makes suggestions for improvement with some reflection.
<b>Developing</b>	Will be more comfortable being led by others in a group situation. Their own compositions use simple and basic musical concepts. Can use basic music techniques with some success.	Can stay in a time for some of the performance, struggling to maintain consistency throughout the performance. Struggle to remember the required elements, rhythm / notation / steady beats or stay focused. Can choose some appropriate stylistic features but with inaccuracies in areas.	Can respond to questions with simple and basic statements. Makes simple and basic suggestions for improvement.

# Year 8 Homework Tasks



Each term you will need to complete a homework task. This will need to be submitted at the half way point in the term

Term	Task	Due Date	Submitted	Mark
Autumn	<p>Choose a musical period and research in detail a composer from the period.                      For example, Classical = Mozart. Romantic = Beethoven.</p>			
Spring	<p><b><u>Listener.</u></b>                      Listen to a piece of music by Louis Armstrong and write a newspaper review on what you like/dislike about it.</p>			
Summer	<p><b><u>Reggae</u></b>                      Create a fact file on one of the following musicians                      Bob Marley.</p>			

# Unit 4: Music History

*In this unit you will be learning about how music has developed throughout history from 1650 – present day. You will have opportunities to learn short well known musical phrases from each period by the more well-known composers.*

## Baroque Period

Dates: \_\_\_\_\_ to \_\_\_\_\_

Composers:

Instruments:

How can you recognise a piece of music from the Baroque Period?

Piece you have chosen to perform:

RED (What is missing)	AMBER (What needs improving)	GREEN (What is going well)

## Classical Period

Dates: \_\_\_\_\_ to \_\_\_\_\_

Composers:

Instruments:

How can you recognise a piece of music from the Classical Period?

Piece you have chosen to perform:

<b>RED</b> (What is missing)	<b>AMBER</b> (What needs improving)	<b>GREEN</b> (What is going well)



## Romantic Period

D Dates: \_\_\_\_\_ to \_\_\_\_\_

Composers:

Instruments:

How can you recognise a piece of music from the Romantic Period?

**Piece** you have chosen to perform:

<b>RED</b> (What is missing)	<b>AMBER</b> (What needs improving)	<b>GREEN</b> (What is going well)

## 20<sup>th</sup> Century Period

Dates: \_\_\_\_\_ to \_\_\_\_\_

Composers:

Instruments:

How can you recognise a piece of music from the 20<sup>th</sup> Century Period?

**Piece** you have chosen to perform:

<b>RED</b> (What is missing)	<b>AMBER</b> (What needs improving)	<b>GREEN</b> (What is going well)

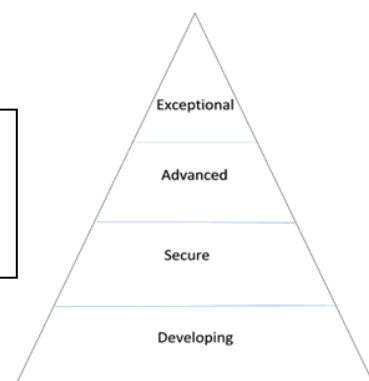


## Assessment:

Target Level _____	Grade	Teacher Feedback and Student Response	Peer/Self-Assessment
Autumn Term	Student Target Contact		WWW:
	1) 2) 3)  Date:		EBI:
<p><b><u>Peer Assessment:</u></b> Name of students in the group you are watching _____ WWW:</p> <p>EBI:</p> <p><b><u>Feedback from peers about your performance:</u></b> WWW:</p> <p>EBI:</p> <p>Targets you will set yourself for next lesson (these should relate to the choreography skills): 1) 2) 3)</p>			

### **Key Words:**

Baroque, Classical, Romantic, 20<sup>th</sup> Century, instruments, orchestra, chamber orchestra, strings, woodwind, brass, percussion, Symphony,



# Unit 5: Blues

Write a paragraph demonstrating your understanding of the history of the blues.

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## Listening

What can you hear in the examples of blues music you have heard?

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Blues songs:

- have **four beats in a bar**
- are built on the **12-bar blues** form
- use **three four-bar phrases**

The most common chord structure uses three chords – the tonic (chord I), the subdominant (chord IV) and the dominant (chord V). In the key of C this would be:

<b>C</b>	<b>C</b>	<b>C</b>	<b>C7</b>
<b>F</b>	<b>F7</b>	<b>C</b>	<b>C</b>
<b>Dm</b>	<b>G</b>	<b>C</b>	<b>G</b>

The 12-bar blues form the basis of R 'n' B (rhythm and blues), rock 'n' roll and jazz.

## Blues Scale

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## Performance Tasks

### 12 bar blues

**Task 1:** Learn the **BASS LINE**

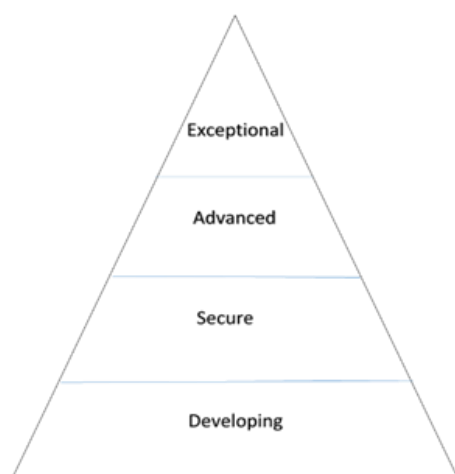
**Task 2:** Perform the bass line with the correct rhythm and keep a steady beat

**Task 3:** Learn the **MELODY**

**Task 4:** Perform with correct rhythm and keep a steady beat

**Task 5:** Put the **BASS LINE** and **MELODY** together either on your own **OR** with a partner.  
*The melody should be played with your right hand, the bass with your left.*

<b>RED</b> <b>(What is missing)</b>	<b>AMBER</b> <b>(What needs improving)</b>	<b>GREEN</b> <b>(What is going well)</b>



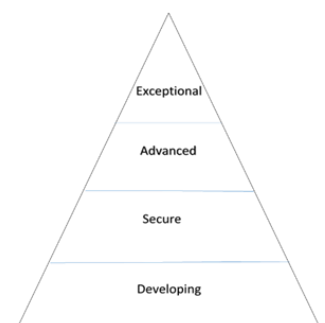


## Assessment:

Target Level _____	Grade	Teacher Feedback and Student Response	Peer/Self-Assessment
Autumn Term	Student Target Contact		WWW:
	1) 2) 3)  Date:		EBI:
<p><b><u>Peer Assessment:</u></b>            Name of students in the group you are watching _____            WWW:</p> <p>EBI:</p> <p><b><u>Feedback from peers about your performance:</u></b>            WWW:</p> <p>EBI:</p> <p>Targets you will set yourself for next lesson (these should relate to the choreography skills):            1)            2)            3)</p>			

### **Key Words:**

Blues scale, Blues notes, 7<sup>th</sup> chord, Chord, bassline, melody, Chord progression. Walking bass, repetition, Sharp, Flat,





# Unit 6: World Music

In this unit you will spend two lessons on three different types of world music – Reggae, African and Gamelan.

## Reggae

Where in the world is Reggae from? \_\_\_\_\_

Famous Artist: 1. \_\_\_\_\_

1. \_\_\_\_\_

What are the musical characteristics of Reggae?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Piece learnt for performance: \_\_\_\_\_



# African

Famous Artist: 1. \_\_\_\_\_

2. \_\_\_\_\_

What are the musical characteristics of African?

1. \_\_\_\_\_

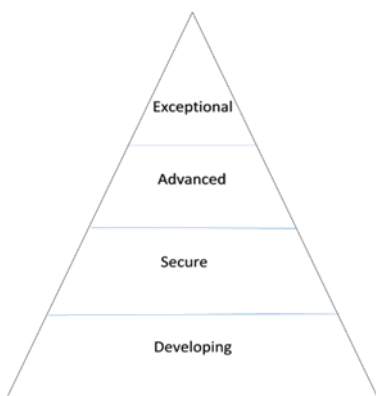
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Piece learnt for performance: \_\_\_\_\_



<b>RED</b> <b>(What is missing)</b>	<b>AMBER</b> <b>(What needs improving)</b>	<b>GREEN</b> <b>(What is going well)</b>

## Gamelan

Where in the world is Gamelan from? \_\_\_\_\_

Famous Artist: 1. \_\_\_\_\_

2. \_\_\_\_\_

What are the musical characteristics of Reggae?

1. \_\_\_\_\_

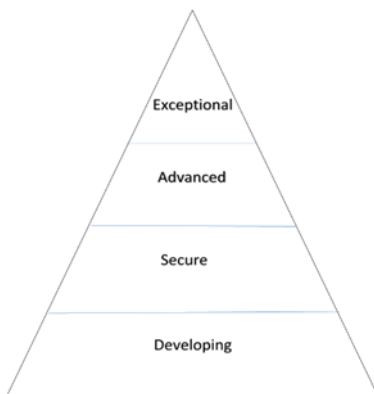
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Piece learnt for performance: \_\_\_\_\_



<b>RED</b> <b>(What is missing)</b>	<b>AMBER</b> <b>(What needs improving)</b>	<b>GREEN</b> <b>(What is going well)</b>

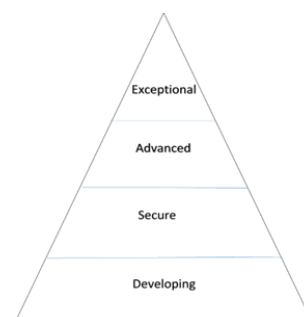


## Assessment:

Target Level_____	Grade	Teacher Feedback and Student Response	Peer/Self-Assessment
Autumn Term	Student Target Contact		WWW:
	1) 2) 3)  Date:		EBI:
<p><b><u>Peer Assessment:</u></b> Name of students in the group you are watching_____</p> <p>WWW:</p> <p>EBI:</p> <p><b><u>Feedback from peers about your performance:</u></b> WWW:</p> <p>EBI:</p> <p>Targets you will set yourself for next lesson (these should relate to the choreography skills):</p> <p>1) 2) 3)</p>			

### **Key Words:**

Semibreve, Minim, Crotchet, Quaver, Semiquaver, Time Signature, Stave, Pitch, Rhythm.



# Cover Lessons.

## Cover Lesson 1

Read the paragraphs below and then answer the questions below in full sentences.

The Blues really started when African people were taken to America to work as slaves on plantation fields. The slaves would sing songs of their despair and suffering to make the time pass more quickly. Their music was a mixture of the rhythms and tunes that the slaves brought over from Africa with the music of the European settlers.

Any slaves that were musical were encouraged to play the violin and sometimes the slaves who could play music were given more freedom than the other slaves. The music would be used for picnicking, parties or dancing. Even though the African people were treated badly they tried to make the best of their situation. Even when slavery was banned in 1865 they faced poverty and homelessness. The Blues music is about the black peoples struggle to survive and their efforts to win back their freedom.

### **The Development of the Blues**

One of the many things that influenced Blues was the black people's religion. Their church services were lively and many different instruments were often played. Black people music fascinated the whites who began copying their styles of singing and dancing. These were called *minstrel shows* and are still popular today. Another way that black music was spread was through **medicine shows**. These were put on by travelling medicine salesmen to attract likely customers, and were a good opportunity for black musicians to perform.

Blues continued to develop over time and has influenced many other styles of music. The 12 bar blues is one of the simplest ways of constructing a song and was used in *Jazz, Country and Western* and *Rock and Roll* Music. Many Blues artists continue to perform and write blues music today, for e.g. B. B. King.

### **Questions**

1. Why did the African slaves sing Blues songs?

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2. What was their music a mixture of?

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3. Which instruments were the slaves allowed to play?

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4. Were they treated any better? If so, how and why?

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5. When was slavery abolished and why was the situation not really any better for black people?

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6. What were the church services like in which the Blues was heard?

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7. Do you think medicine shows were a good thing or a bad thing?

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.....  
8. What type of music has the blues influenced?

**Extension Task**

Write some lyrics which could be used in a blues song. Remember that they were sad missing loved ones and repetitive.

