

## **Subject: Music**

Department Staff – Miss M Greenrod, Mr K Da Silva

Year 8 - Autumn Term 2010

### ***Contents: what you will study***

#### **Variations**

You will

- Hear musical recordings of melodies or songs that have been disguised by their composers. This musical style is called **Variations**.
- Identify a number of composition techniques used to create musical variations.

#### **Then:**

You will

- Compose two contrasting variations of a well-known nursery rhyme.
- Perform your variations either solo or as a member of a small ensemble.

#### **In the end:**

You will hear recorded variations of the same tune. You must identify how the composer changes the original melody in this musical piece.

### ***National Curriculum levels at which you will work***

Most girls will be expected to work at NC level 5. Some girls will be working at level 4 and some will progress further working towards or achieving level 6.

### ***Skills which you will develop this term:***

You will

- Be able to use chords and harmony in order to compose variations of a given tune.
- Perform solo or as a member of an ensemble taking a leading part in the performance. You may also direct an ensemble performing your composition work.
- Be able to identify specific composition techniques used in the genre of variations.

### ***Assessment: how you will be tested this term***

You will be working at NC level 5 if you achieve the following:

#### **Composition:**

- Compose two contrasting variations introducing new rhythmic as well as melodic ideas.
- Use chords to create harmonic accompaniments for your variations.

#### **Performance:**

- Perform accurately solo or as a member of an ensemble keeping in time with the other members of the group.
- Try to lead the group performance. Can you direct the group?

#### **Listening:**

- Identify the composition techniques used in musical variations.
- Describe musical pieces using accurate and appropriate musical vocabulary.

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### *Equipment which you will need for this terms work*

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play a musical instrument bring it to the school and use it during the music lesson.

### *Key words which you will need to learn for this term's work*

- **Variation:** a musical style in which the composer alters or disguises a well-known musical piece or melody.
- **Counter melody:** a second melody played at the same time as the main melody in a musical piece. Usually, both melodies have the same harmony.
- **Inversion:** an inversion is the result of the up side down turning of a melody.
- **Arrangement:** adaptation of a musical piece, for a vocal or instrumental combination other than the one for which it was originally composed.

In addition to the previous you must revise and use the following vocabulary learnt in Year 7:

**Tempo, dynamics, duration, pitch, texture, timbre, melody, accompaniment and chords.**

You must always try to use the words printed above in your written work, when you describe musical pieces and when you answer questions in the class.

## **Subject: Music**

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Year 8 - Spring Term 2011

### ***Contents: what you will study***

#### **Music from India**

You will

- Hear musical recordings from India and Pakistan.
- Be able to recognise the main characteristics of Indian music.
- Discuss the purpose of music in different cultures.

#### **Then:**

- Will perform a musical piece learning about rhythm, melody and improvisation in Indian music.

#### **In the end:**

- Using the main characteristics of Indian music you will compose your own musical pieces inspired by the musical traditions of India and Pakistan.

### ***National Curriculum levels at which you will work***

Most girls will be expected to work at level 5. Some girls will be working at level 4 and some will progress further at level 6.

### ***Skills which you will develop this term:***

You will

- Be able to improvise melodies and rhythms creating specific effects.
- Discuss how the place, the time and the purpose affect the creation and performance of music.
- Learn musical vocabulary related to music from India and Pakistan, which you will be using during discussions in the class.

### ***Assessment: how you will be tested this term***

#### **Composition:**

- Have you explored all of the characteristics of Indian music in your own musical piece?
- Have you improvised melodies using all musical elements and creating a specific effect?

#### **Performance:**

- Is your performance correct? Do you listen to your partners? Do you keep in time with the other members of the group?
- Do you sometimes lead the group performance? Can you direct the group?

#### **Listening:**

- Can you recognise whether a piece comes from India or Pakistan? Can you explain why?
- Do you use appropriate musical vocabulary in your written work?
- Do you answer questions in the class making use of appropriate musical vocabulary?
- Can you describe ways to improve your work using appropriate vocabulary?

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### ***Equipment which you will need for this term's work***

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play an instrument bring it to the school and use it during the music lesson.

### ***Key words which you will need to learn for this term's work***

- Scale: a group of notes arranged in an ascending or descending order.
- Rag: scale used in Indian music. There are many rags, each expressing a different mood, season or time in the day.
- Tal: rhythm in Indian music.
- Drone: one or more notes constantly repeated.
- Improvisation: make it up as you go along. In Indian music you will improvise melodies using the notes of the rag.
- Instruments used in Indian music: sitar, tamboura, harmonium, tabla.

## **Subject: Music**

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Year 8 - Summer Term 2011

### ***Contents: what you will study***

#### **Making Vocal and Instrumental Arrangements**

- Working in pairs you will learn and perform a song of your choice from the current charts.

#### **Then:**

You will

- hear different versions of the same song recorded on CD.
- discuss how a different version of a song can be created.

#### **In the end:**

- Working in small groups you will create your own version of the song you have previously practiced with your partner.

### ***National Curriculum levels at which you will work:***

Most girls will be expected to work towards or to achieve NC level 5. Some girls will still be working at NC level 4. Few girls will progress further and work at NC level 6.

### ***Skills which you will develop this term:***

You will

- be able to perform accurately as a member of a small group.
- be able to make better use of all the keyboard functions such as “voice” and “style”.
- learn how to use chords in order to improvise new melodic ideas and how to combine them creating a specific effect.
- describe different musical pieces making good use of musical vocabulary.

### ***Assessment: (how you will be tested this term)***

#### **Performance:**

- Your ensemble performance must be accurate. You must keep in time with the other members of your group.
- You must try to perform a solo part in the group composition.

#### **Composition:**

- Compose counter melodies and fills for your arrangement.
- Create an interesting instrumental combination.
- Use backing vocals.
- Create an interesting bass and harmony for your arrangement.

#### **Listening:**

- You must describe different musical pieces using appropriate musical vocabulary such as: tempo, dynamics, texture, harmony, melody, rhythm, style and structure.

### ***Equipment which you will need for this term's work***

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play an instrument bring it to the school and use it during the music lesson.

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### ***Key words which you will need to learn for this term's work***

- Arrangement: adaptation of a musical piece for instrumental or vocal groups other than the ones for which it was originally composed.
- Counter melody: a second melody played alongside the main melody in a musical piece.
- Question and answer: a musical technique in which one musical idea is repeated, echoed or slightly changed as if it answers a previous musical idea.
- Introduction: the opening section in a musical piece.
- Coda: the finishing section in a musical piece.
- Improvisation: make it up as you go along. You will improvise musical ideas based on chords or on a simple bass line.