New Line Learning Academy
Believe and Achieve

Music

Music Intent	Year 8

The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of 'believe and achieve' and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer.

The Music department aims to deliver a curriculum that enables pupils to experience a wide range of styles of music, and their links to Culture. Pupils can develop their keyboard skills leading to better application of Music technology and production skills. Pupils are encouraged to attend Music clubs to extend their learning outside the classroom, and those interested in learning an instrument can be facilitated with additional music lessons on their chosen instrument. This is encouraged to enable students to access more easily Key Stage 4 music courses, additional music qualifications and post-16 courses in Music and the Performing arts.

Term 1 and Term 2
Topic/Theme/Enquiry

Blues Music

Big Picture
What are the main ideas and big questions in this topic?

This unit explores blues music. Pupils will gain an understanding of the culture and context behind blues music, as well as learning to play the blues scale, and compose using the blues scale.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Understanding of blues music and its musical and cultural impact
- Perform a piece of blues music
- Technical understanding of the blues scale
- Technical understanding of the 12-bar blues chord structure
- Keyboard skills
- Note reading and theory skills

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Pupils will have developed an introduction to key skills during year 7. These skills will be developed and enhanced during this unit. They are: rhythmic skills, keyboard skills, listening skills, theory skills.	Students will have the opportunity to play and perform on different instruments if they achieve the basic targets. Students will use their listening appreciation skills to explore blues music and it's impact on popular music on a wider scale Students will be guided to develop deeper music production skills in order to record and compose additional parts on different instruments.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
In year 9, pupils will expand further on these skills, including the ability to follow musical notation and using the blues scale and structure to compose music.	Pupils will explore how music originated and how music has evolved over time. They will learn to appreciate the history of music and how it has developed into the wider context of what we understand music to be in today's society. Pupils will develop an understanding through listening skills, how blues music has had a huge impact on all the music they listen to today.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music. The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond. The music curriculum provides a strong pathway into careers within the music and creative industries, including roles such as performer, composer, music producer, sound engineer, teacher, or music therapist. Beyond these specific careers, studying music develops valuable skills like discipline, creativity, teamwork, communication, and problem-solving, which are highly sought after in many professions. Whether students choose to work in the arts, education, media, technology, or business, the confidence, focus, and collaborative skills gained through music prepare them for success in a wide range of career paths.	
Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*

https://www.youtube.com/watch?v=Yd60nI4sa9A&list=RDYd60nI4sa9A&start_radio=1 https://www.youtube.com/watch?v=zwXozamnIrw&list=RDzwXozamnIrw&start_radio=1 https://www.youtube.com/watch?v=uwiTs60VoTM&list=RDuwiTs60VoTM&start_radio=1 https://www.youtube.com/watch?v=G-THhwh5mNI&list=RDG-THhwh5mNI&start_radio=1 https://www.youtube.com/watch?v=0oox9bJaGJ8&list=RDG-THhwh5mNI&index=2	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)

Term 3 and 4 Topic/Theme/Enquiry		**House Music and EDM.**

Big Picture
What are the main ideas and big questions in this topic?

This unit explores house music and EDM. Pupils will look at the impact of house music on culture as well as composing their own EDM track. Pupils with explore how House music has influenced the popular music that is listened to today.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Understanding of house music and its musical and cultural impact
- Creating a house track including house beat, bass line, chords, and composed melody
- Technical understanding producing a EDM track
- Keyboard skills
- Note reading and theory skills
- Using the blues scale to compose

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*

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Pupils will have developed a key understanding of keyboard skills and rhythm skills in year 7 which will be key in creating their own track. Pupils will also use the blues scale taught in term 1 and 2 to support their composing.	Some students will: Explore creating their own EDM beats Explore using vocal loops on their EDM track Explore using their own voice on EDM tracks and recording it Explore writing lyrics that can be used on their EDM track
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Wider Framework** *How does this learning connect to future topics and bigger goals?*
In year 9, pupils will expand further on these skills, including the ability to follow musical notation and using the blues scale and structure to compose music.	Pupils will explore how House Music music originated and how music has evolved over time. They will learn to appreciate the history of music and how it has developed into the wider context of what we understand music to be in today's society, and the effect it has on changing culture, time and place.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.
The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.
The music curriculum provides a strong pathway into careers within the music and creative industries, including roles such as performer, composer, music producer, sound engineer, teacher, or music therapist. Beyond these specific careers, studying music develops valuable skills like discipline, creativity, teamwork, communication, and problem-solving, which are highly sought after in many professions. Whether students choose to work in the arts, education, media, technology, or business, the confidence, focus, and collaborative skills gained through music prepare them for success in a wide range of career paths.

Resources *What books, websites, videos and materials will support our learning?*	**Resources** *What books, websites, videos and materials will support our learning?*
https://www.youtube.com/watch?v=qcf1dGLpe6I&list=RDqcf1dGLpe6I&start_radio=1	

https://www.youtube.com/watch?v=FGBhQbmPwH8&list=RDFGBhQbmPwH8&start_radio=1 https://www.youtube.com/watch?v=tpKCqp9CALQ&list=RDtpKCqp9CALQ&start_radio=1	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)

Term 5 and 6 Topic/Theme/Enquiry		**Reggae Music**

Big Picture
What are the main ideas and big questions in this topic?

This unit explores reggae music. Pupils will learn about the history and cultural impact of reggae music. They will explore and record a reggae song, focusing on the melody and chords and harmony parts used.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a number of key music skills:

- Understanding of reggae music and its musical and cultural impact
- Performing a piece of reggae music
- Technical understanding of the style of reggae music
- Technical understanding of the melody and chords used in 'Three Little Birds' by Bob Marley
- Keyboard skills
- Note reading and theory skills

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

During terms 1-4, pupils will have explored a plethora of music reading skills. Reading and following the notation will be key to pupils being able to follow and record the chords.

Pitch Up
How will we challenge ourselves?

Some students will:

Apply their performance skills to record all parts to the reggae song
Learn some of the songs parts on other instruments
Record their own singing onto their project.
Add additional parts and improvised parts to the project and compose their own ideas
Compose their own reggae song

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Wider Framework *How does this learning connect to future topics and bigger goals?*	**Wider Framework** *How does this learning connect to future topics and bigger goals?*
In year 9, pupils will expand further on these skills, including the ability to follow musical notation and using the blues scale and structure to compose music.	Pupils will explore how reggae music originated and how music has evolved over time. They will learn to appreciate the history of music and how it has developed into the wider context of what we understand music to be in today's society.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through understanding and exploring different cultures and context of where music originated, these schemes of learning allow pupils to broaden their minds. Pupils are encouraged to understand and appreciate the perspective of others through the medium of music.
The music curriculum plays a significant role in supporting social, emotional, and mental health (SEMH) by giving students a powerful outlet for expressing feelings and managing emotions. Creating, performing, and listening to music can help reduce stress, boost mood, and build self-esteem. Working together in ensembles or bands fosters a sense of belonging, teamwork, and empathy, while developing discipline and focus. Music offers students a safe space to explore their identity and connect with others, making it a valuable tool for enhancing well-being and resilience both in school and beyond.
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https://www.youtube.com/watch?v=HNBCVM4KbUM&list=RDHNBCVM4KbUM&start_radio=1 https://www.youtube.com/watch?v=0cfhfj_n_Lg&list=RD0cfhfj_n_Lg&start_radio=1	Assessment music project on blues music and blues music composition (20 marks) Assessment test on theory and listening (30 marks)