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| **What will we be learning?**What makes a pop song memorable and catchy?Year 8 KS3 Music – Pop | **Why this? Why now?**Students have previously focused on Pop music as a class and small groups in previous topics such as **EDM** music and the **Ukulele** topic. This topic will allow students to explore what makes a pop song memorable and catchy by understanding how **riffs** and **chords** work together. A range of **pop songs** are rehearsed as a class on the keyboards. Students then get to pick a song they have studied and create their own **cover version/arrangement** of the piece, using extra functions on the keyboards to make it sound professional and stylistic. **Previous Learning –** EDM KS3; Ukulele KS3 **Future Learning –** Performance 1 and 2 - My Music KS3; Ensemble and Solo Performance KS4; AOS5 Conventions of Pop KS4; Area of Study B – Pop and Rock KS5 | **Key Words:**RiffNotationSharps and FlatsChordChord sequenceBass lineHarmonyVocalRhythmTextureSoloEnsembleBeatAural skillsGuitarBass guitarDrums |
| **What will we learn?**Students will study and develop an understanding of the following: How to play and perform confidently in a range of solo and ensemble contextsHow to play musically, fluently, with accuracy and expression through keyboard skillsUnderstand and explore how music is created, produced and communicated through pitch, duration, dynamics, tempo, timbre, texture, structureHow to improvise and compose/arrange music on their own and with others using music technology functions on the keyboards Extend and develop musical ideas by drawing on a range of pop styles, structures |
| **What opportunities are there for wider study?****Music Enrichment:**Choir, 6th form choir, Ensemble performance opportunities (Live Lounge, Summer Concert, Christmas Concert)**Further listening/reading:**  YouTube – pop arrangements/cover versions (Radio 1 Live Lounge)YouTube – riffs in pop musicMyHighcliffe Music Page which can be found [here](https://highcliffe.sharepoint.com/sites/LearnMusic/SitePages/Find-Your-Voice%281%29.aspx) |
| **How will I be assessed?**1. **Paired performance (to be filmed and kept on student feedback on MyHighcliffe)**
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