**Golden Nugget:** Be able to discuss the legacy of key musical acts, and to contextualise their work musically, culturally and historically.

**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 8 Half term: 5**

**TOPIC: The Beatles**

|  |  |  |
| --- | --- | --- |
|  | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Discuss a key musical band through different stages of their career |  |
|  |  |  | Compare and contrast different musical pieces |  |
|  |  |  | Conduct independent research into a topic in music |  |
|  |  |  | Share and express evaluative opinions with the class |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Learning Focus** | **Key words** |
| **1** | Early days – The Beatles in Hamburg Introduce independent research project | Rock n roll, Merseybeat, rhythm, lead, bass, harmony, backing vocals |
| **2** | Beatlemania – look at the Ed Sullivan Show why did this happen – discussion. Does it still happen today? continue independent research project.  | Mania, fandom, rock star,  |
| **3** | The Beatles in India – the use of world music Were the Beatles innovators or trend followers. – continue with independent research project. | Sitar, world music, scale, spirituality |
| **4** | the ‘peace and love’ era, with bitter in-fighting during the making of Abbey Road and Let it Be. – continue independent research project. | Recording, overdub, orchestration,  |
| **5** | Discussion of The Beatles legacy – are they still relevant to popular music now. make either a for/against argument  | Authentic, legacy, influential, culture,  |

**Golden Nugget:** Be able to discuss the legacy of key musical acts, and to contextualise their work musically, culturally and historically

**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 8 Half term: 5**

**TOPIC: World Music**

|  |  |  |
| --- | --- | --- |
|  | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Discuss a key musical band through different stages of their career |  |
|  |  |  | Compare and contrast different musical pieces |  |
|  |  |  | Conduct independent research into a topic in music |  |
|  |  |  | Share and express evaluative opinions with the class |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Learning Focus** | **Key words** |
| **1** | Early days – The Beatles in Hamburg Introduce independent research project | Rock n roll, Merseybeat, rhythm, lead, bass, harmony, backing vocals |
| **2** | Beatlemania – look at the Ed Sullivan Show why did this happen – discussion. Does it still happen today? continue independent research project.  | Mania, fandom, rock star,  |
| **3** | The Beatles in India – the use of world music Were the Beatles innovators or trend followers. – continue with independent research project. | Sitar, world music, scale, spirituality |
| **4** | the ‘peace and love’ era, with bitter in-fighting during the making of Abbey Road and Let it Be. – continue independent research project. | Recording, overdub, orchestration,  |
| **5** | Discussion of The Beatles legacy – are they still relevant to popular music now. make either a for/against argument  | Authentic, legacy, influential, culture,  |