**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 8 Half term: 1**

**TOPIC: The Blues**

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|  | | | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Identify key musical features of The Blues |  |
|  |  |  | Listen to, describe, analyse and evaluate key songs from the Blues genre |  |
|  |  |  | Discuss the social, political and cultural significance of The Blues today |  |
|  |  |  | Conduct independent research into the history, context and musical sound of Blues music. |  |

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| **Lesson** | **Learning Focus** | **Key words** |
| **1** | What is the Blues? Where did it come from? Who played it? | The Blues, Slavery, African American, Rock n roll, The South, |
| **2** | 12 Bar Blues Structure  The crossroads and Blues myths | 12 Bar, structure, chords, I, IV,V, crossroads, myth |
| **3** | What are field recordings, and why did the Blues need them? | Field recording, oral history, authenticity, |
| **4** | Cultural appropriation, rock and roll, and electric Blues, blues scale and solos | Cultural appropriation, migration, electric, solo, blues scale |
| **5** | Black Lives Matter and the connections back to the Blues | Black lives matter, civil rights, flat, sharp, |
| **6** | How to write Blues lyrics, AAB structure | AAB structure, lyrics, theme, structure, verse, chorus, bridge, solo, |
| **7** | Recap of key info  Discussion – is the blues still relevant today? | Culture, history, politics,  [key vocab from previous weeks] |

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