

# Year 8 Music

## Music of Today - EDM and the 'Bristol Sound'



Students are learning how Electronic Dance Music is created by composing their own tracks on computer-based music software. In particular, they will explore how the 'Bristol Sound' (epitomised by bands such as Portishead and Massive Attack) evolved in the West Country and informed so many other styles. We will look at how the cosmopolitan nature of Bristol formed the perfect seeding ground for such an important music style and how its influence is still felt on the music most young people consume today.

### Previous topic:

Musical Migration 1 - Blues into Rock 'n' Roll

### Next topic:

New Directions 2 - Minimalism

### Core knowledge/skills/concepts

From Year 7 to Year 13 we constantly embed the core elements of music: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture (MAD TSHIRT). This vocabulary, alongside a growing understanding of music notation, allows students to articulate opinions about music and how it was made. Giving them the language to talk about music and equipping them with skills to create it is at the centre of everything we do. Every lesson involves practical music making as either a performer or composer on a range of instruments and in diverse contexts. Students will practise these skills more deeply as their musical learning journey continues through school.

#### **Music Technology skills**

- Slicing and splicing audio
- Interpreting audio waveforms
- Navigating a Digital Audio Workstation
- Adding effects to audio
- Using automation
- Copying, pasting, looping and layering audio tracks

#### **Electronic Dance Music**

- Dub reggae, Hip hop, trip hop, trance, drum 'n' bass
- The evolution of Electronic Dance Music
- Bristol as a melting pot of musical cultures
- Contemporary musical engagement with race issues
- The concept of fusions, migration, and the merits of a modern cosmopolitan society

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### Essential vocabulary

- MAD TSHIRT (Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, Texture)
- DAW (Digital Audio Workstation), layering, looping, slicing, splicing, automation, panning, export, bounce, reverb, gain, distortion, chorus, phaser, pitch shifting, reverse

### Threshold concepts

This project builds upon the computer-music competencies gained in the Year 7 'Experimental Music' unit and advances the use of automation, effects, structuring, and loop libraries. Students will employ MAD TSHIRT language, notational devices encountered to date, and bolster these with new context-specific skills and knowledge.

### Opportunities for reading

In music lessons students will read contextual information about the music they are creating from slides and handouts. They will gain increasing confidence with the technical vocabulary used to talk about music, including musical directions in English, Italian and German. Equally important is frequent exposure to musical notation in its myriad guises. This helps to unlock different types of comprehension, creates connections between sound and symbol, and offers access to the world of written music.

### Musical notation

Higher level use of Digital Audio Workstation, timeline/arrange window, audio waveforms, automation curves, audio cells

### How and when will the core learning be assessed?

Students will be assessed on their holistic development as a musician over time with projects designed to showcase ever-maturing musical understanding. Our assessments are linked to the National Curriculum's core pillars of Performing, Composing and Appraising in equal measure. These are formative in nature and are used to give students verbal feedback in the moment. Students track their progress against our core competencies and will reflect on their work in lessons, with recordings of classwork documented and revisited at regular intervals for self/peer review.

### Links to other topics/subjects