



# Music

Year 8

**Unit Title: Minimalism**  
**Term 3: Approx. 12 Lessons**

## Module Description

This unit is about the style of composition known as minimalism. This style, which originated in America during the 1960s, has had an enormous impact on music throughout the later 20<sup>th</sup> century, being heard in films, TV adverts and popular musical forms as well as on the concert platform. The scheme offers pupils the opportunity to learn about the musical processes involved in the early experimental forms of minimalism, compose music using these mechanisms and from non-musical stimuli, develop their ensemble skills and use music specific ICT in the realization of their work.

### Subject Specific Vocabulary (Key Words)

- **Musical Style:** Minimalism
- **Musical features:** motif, ostinato, canon
- **Processes:** Accumulation, addition, cycling, augmentation, diminution.
- **Composers:** Riley, Reich, Glass, Oldfield

### Music Specific ICT Opportunities

- Use the multi-track recorder on the keyboards to build a layered performance.

### Homework Tasks

- A title page employing minimalism in a visual way- repeating patterns, gradual change etc.
- Research into minimalist composers.
- Evaluation of composition and performance.

### Repertoire Resources & Texts

- **Recordings:** Riley *In C*, Oldfield *Tubular Bells*, Reich *Different Trains*, Glass *Candyman*.
- **Scores and performance material:** Riley *In C*, *Tubular Bells*, *Candyman*, *Clapping Music (Reich)*
- **Worksheets:** Background to Minimalism, *Tubular Bells* listening.

Lesson	Methodology/Class Organisation	Lesson Objectives The pupils will have the opportunity to:	Skills Developed (Performing Composing Appraising) and the Application of Knowledge & Understanding
Lesson 1 <b>What is Minimalism?</b>	<ul style="list-style-type: none"> <li>▪ Whole Class Activity, individual work and pair work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn what is meant by the term minimalism.</li> <li>▪ Perform minimalist music in small groups and as a whole class Steve Reich's clapping music.</li> <li>▪ Evaluate their performance individually and as a class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instrument specific techniques.</li> <li>▪ Developing knowledge and understanding of minimalism.</li> <li>▪ Appraising skills.</li> </ul>
Lesson 2 <b>Listening to and analysing Minimalism</b>	<ul style="list-style-type: none"> <li>▪ Working in pairs.</li> <li>▪ Individual work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a number of extracts inspired by minimalism.</li> <li>▪ Learn about some compositional devices used in minimalism.</li> <li>▪ Discover features/devices that are present in all.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening skills.</li> <li>▪ Performing skills.</li> <li>▪ Composing skills.</li> <li>▪ Instrument specific techniques.</li> <li>▪ Appraisal.</li> </ul>

Lesson 3-4 <b>Mike Oldfield's <i>Tubular Bells</i></b>	<ul style="list-style-type: none"> <li>▪ Individual work.</li> <li>▪ Pair work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compose a short clapping piece.</li> <li>▪ Perform their composition and evaluate their work and the work of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding.</li> </ul>
Lesson 5 <b>Mike Oldfield's <i>Tubular Bells</i> Assessment</b>	<ul style="list-style-type: none"> <li>▪ Individual and pair work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to Mike Oldfield's <i>Tubular Bells</i> and answer specific musical questions improving their listening skills.</li> <li>▪ Learn to play the melody over the next few lessons.</li> <li>▪ To add more parts creating an arrangement.</li> <li>▪ Perform work done so far for evaluation to improve and refine.</li> <li>▪ Perform their version of <i>Tubular Bells</i>.</li> <li>▪ Evaluate their work and the work of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening skills.</li> <li>▪ Performing skills.</li> <li>▪ Instrument specific techniques.</li> <li>▪ Appraisal.</li> <li>▪ Knowledge and understanding.</li> </ul>
Lesson 6-7 <b>Minimalist Composition Task</b>	<ul style="list-style-type: none"> <li>▪ Group work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a composition in small groups from 4 note motifs also created by the students.</li> <li>▪ Learn about structure by following a given structure.</li> <li>▪ Rehearse, evaluate and refine over the next few lessons in preparation for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding structure.</li> <li>▪ Performing skills.</li> <li>▪ Composing skills.</li> <li>▪ Instrument specific techniques.</li> <li>▪ Appraisal.</li> </ul>
Lesson 8 <b>Minimalism Composition Assessment</b>	<ul style="list-style-type: none"> <li>▪ Group work.</li> <li>▪ Individual work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perform their group composition.</li> <li>▪ Evaluate their work and the work of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Composing skills.</li> <li>▪ Performing skills.</li> <li>▪ Instrument specific techniques.</li> <li>▪ Arranging skills.</li> <li>▪ Appraisal.</li> </ul>
Lesson 9-10 <b><i>Candy Man</i> by Philip Glass</b>	<ul style="list-style-type: none"> <li>▪ Individual work.</li> <li>▪ Pair work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to <i>Candy Man</i> by Philip Glass and answer specific musical questions improving their listening skills.</li> <li>▪ Learn to play the melody and accompaniment over the next few lessons.</li> <li>▪ Perform work done so far for evaluation to improve and refine.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Composing skills.</li> <li>▪ Performing skills.</li> <li>▪ Instrument specific techniques.</li> <li>▪ Arranging skills.</li> <li>▪ Appraising skills.</li> <li>▪ Group work.</li> </ul>

Lesson 11

***Candy Man* Arrangement**

- Individual work.
- Pair work.
- Group work.
- Work in groups to create their own arrangement of *Candy Man* exploring different textures, tones etc.
- Composing skills.
- Performing skills.
- Instrument specific techniques.
- Arranging skills.
- Appraising skills.
- Group work.

Lesson 12

**Minimalism  
Arranging/Performance  
Assessment**

- Group work.
- Individual work.
- Perform their group composition.
- Evaluate their work and the work of their peers.
- Composing skills.
- Performing skills.
- Instrument specific techniques.
- Arranging skills.
- Appraising skills.
- Group work.