



Curriculum Map For Music Year 8

YEAR 8	Autumn 1	Autumn 2
Topics	Thrillers	Reggae
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> In this scheme students look at specific compositional devices such as dissonance and chromaticism to create suspense and fear. They will continue to use the musical elements to develop ideas and create tension through a structured piece of horror music. Students will also further their understanding of music technology and DAWs through use of Garageband to compose with. 	<ul style="list-style-type: none"> Through listening, appraising and performing students learn about Reggae history and culture, iconic artists and key features. These features include key instrumentation, tempo, lyrical context, and syncopation. Students continue to develop group performance skills on keyboard, bass, drums, guitar/ukulele and vocals.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> Development of musical elements in composition and appraisal of music. Students will make links to other film music and start to understand how the need for tension in music relates to a range of film, TV and game genres and not just horror, as well as musical compositions away from moving image. 	<ul style="list-style-type: none"> Historical knowledge of Reggae music and its development and uses with regard to political and social history. Students will be able to discriminate between the sound of Reggae and that of other Caribbean music such as Mento, Merengue, Salsa, etc.
Skills	<ul style="list-style-type: none"> Listening and Appraising Skills - identifying musical elements and compositional devices and how they're used within the horror genre Keyboard Skills - used as a medium for composition Composition Skills - such as layering, using structure, use of suitable devices to build tension Music Technology Skills - capturing compositional ideas, selecting timbre, adding effects and developing structure Self and Peer Evaluation 	<ul style="list-style-type: none"> Development of Listening and Appraising Caribbean Music Reading and Performing Lyric Sheets, Drum, Ukulele TAB and Staff Notation Range of Instrumental Performance Techniques Ensemble Performance Skills - in front of class developing confidence and cohesion in class - leadership skills key in organising group Self and Peer Evaluation
Links To Prior Learning	<ul style="list-style-type: none"> Having been introduced to Film Music in Year 7, students build on those skills in a 'Thriller' movie genre context. They develop use of scales, compositional 	<ul style="list-style-type: none"> Use of musical elements developed from previous topics. Group work continued and developed, built upon from Year 7 curriculum such

	<p>devices and are introduced to through-composed structure.</p> <ul style="list-style-type: none"> Students also build on their knowledge of musical elements and their music technology skills learnt in Year 7. 	<p>as Ukulele and Pachelbel with large group performances.</p> <ul style="list-style-type: none"> Understanding, reading and performance of a range of notation built upon from Year 7 Ukulele, African Drumming and Pachelbel.
Literacy/ Numeracy	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. Students will use knowledge of note values/lengths in musical notation. Students must have a consideration of timing and beat and bars when composing for film. 	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. Students will use knowledge of note values/lengths in musical notation. Students must have a consideration of timing and counting during rhythmic, chordal and melodic performances. Counting of beats and bars essential when performing a song together.
Cross Curricular	<ul style="list-style-type: none"> This topic is sequenced to fit with the Halloween celebrations in October to give additional relevance to their learning in a real-life context. Close links with Media topic considering underscore writing and sound effects where possible, syncing production music with moving image. Students have to consider the social and moral implications of creating scary music especially when dealing with age ranges and certain horror topics. 	<ul style="list-style-type: none"> Links closely to Black History Month with discussions about where the music came from and how it was influenced by a range of cultures. Link to Geography with identification of Caribbean countries. Group rehearsing and performing uses and builds communication skills, confidence, respect and inclusion for all.
Assessment	<ul style="list-style-type: none"> Learning checks through low stakes questioning and starters. Summative assessments through teacher observations and feedback. Formative assessment of students' Garageband composition. 	<ul style="list-style-type: none"> Learning checks through low stakes questioning and starters. Summative assessments through teacher observations and feedback. Formative assessment of students' group performances.

YEAR 8	Spring 1	Spring 2
Topics	Samba	Festivals
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> A more in depth look at staff notation, including semibreves, minims, crotchets, quavers and rests. 	<ul style="list-style-type: none"> Students learn about the event planning aspect of the music industry, marketing and resourcing by creating and planning their own music festival. Students then focus on the marketing aspect and learn how to create a short, genre-specific radio advert on Garageband, with music and persuasive narration.

Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Students aim to compose using more interesting rhythms and melodic phrases and perform with a steady pulse. • They will aim to compose and notate these phrases and be able to perform them with a sense of accuracy. • Students consider in what other aspects of life notation is important. 	<ul style="list-style-type: none"> • Students will aim to develop their compositions with more complex and detail ideas, inputting their own ideas rather than using loops and samples. Sound effects may be added to improve pieces. • Students consider how music can be used in a range of marketing and promotional scenarios outside of festivals and other music industry sectors.
Skills	<ul style="list-style-type: none"> • Rhythmic Staff Notation Transcription Skills • Listening and Appraising Skills • Rhythmic Performance Skills • Compositional Skills 	<ul style="list-style-type: none"> • Listening and Appraising Radio Adverts and Genre-Specific Music • Planning and Creative Skills • Composition and Music Technology Skills • Script-Writing Skills • Self and Peer Evaluative Skills
Links To Prior Learning	<ul style="list-style-type: none"> • This topic follows on from directly from the previous West African Drumming topic, with more complex rhythms and playing techniques introduced. • It also follows on from Reggae with the introduction of syncopation. Syncopated rhythms in this case become much more complex to create Latin grooves and polyrhythms. 	<ul style="list-style-type: none"> • Music Technology and Garageband skills are built on from previous curriculum units - Introduction to Film Music and Thrillers. • Certain range of genres covered already, such as Reggae, Pop, Classical, African Drumming and Samba, all give students a variety of areas to draw from.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises and written/verbal discussions. • Students will use knowledge of note values/lengths in musical notation. Addition required to ensure note values add up to relevant time-signature with more complex note values being used, such as dotted rhythms. Regular time indications will be given to complete tasks. 	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. Script writing requires persuasive writing. • Students will use knowledge of note values/lengths in musical notation. Students must have a consideration of timing and counting during rhythmic, chordal and melodic compositions. Counting of beats and bars essential when putting structures together to make musical sense.
Cross Curricular	<ul style="list-style-type: none"> • This unit sees the discussion of Brazilian 'Carnival' culture and where the music is most widely used. • With the carnival explored there are links to Textiles through costumes. 	<ul style="list-style-type: none"> • Links with business and marketing: students consider roles, basic financials, site and resource planning and health and safety within event planning. •
Assessment	<ul style="list-style-type: none"> • Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback. 	<ul style="list-style-type: none"> • Learning checks through low stakes questioning and starters. • Summative assessments through teacher observations and feedback.

	<ul style="list-style-type: none"> Formative assessment of students' performance, composition and notation. 	<ul style="list-style-type: none"> Formative assessment of students' musical composition and persuasive script writing for festival advert.
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YEAR 8	Summer 1	Summer 2
Topics	School Of Rock	Battle Of The Bands
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Students learn about 'Rock' instruments such as electric guitar, drums, bass, keyboards, vocals, instrument anatomy and performance techniques. Students use knowledge of musical elements to breakdown rock music and identify key features through listening and appraising. Students explore history of Rock Music, US and UK Rock cultures and through listening and video clips. 	<ul style="list-style-type: none"> Students continue to focus on knowledge of instrumental techniques. Main focus on rehearsal and ensemble techniques in order to put together a more substantial band performance as part of a year group competition. As always knowledge and application of musical elements important in developing a group performance piece successfully.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> Students make links to other genres that have influenced Rock and genres that have been influenced by Rock. They will be able to look deeper into the cultural importance of the Rock movement from the 1950s Rock 'n' Roll movement to the 1980s Punk movement. 	<ul style="list-style-type: none"> Students are able to develop independent learning skills and knowledge of how to lead and organise their group. They will look deeper into stage performance techniques such as microphone techniques and stage presence, movement and audience interaction.
Skills	<ul style="list-style-type: none"> Development of Listening and Appraising Rock Music Reading and Performing Lyric Sheets, Drum, Guitar, Bass, Ukulele TAB and Staff Notation Range of Instrumental Performance Techniques Ensemble Performance Skills in Front of Class Developing Confidence and Cohesion in Class. Leadership Skills - key in organising group Self and Peer Evaluation 	<ul style="list-style-type: none"> Development of Listening and Appraising Modern Pop/Rock/Dance Music Reading and Performing Lyric Sheets, Drum, Guitar, Bass, Ukulele TAB and Staff Notation Range of Instrumental Performance Techniques Ensemble Performance Skills in Front of Class Developing Confidence and Cohesion in Class. Leadership Skills - key in organising group Self and Peer Evaluation
Links To Prior Learning	<ul style="list-style-type: none"> Use of musical elements developed from previous topics. Group work continued and developed, built upon from Year 7 units such as Ukulele and Pachelbel and Year 8 Reggae, all with large group performances and a range of instrumental techniques. 	<ul style="list-style-type: none"> Direct follow on from the School Of Rock unit where students apply knowledge and skills in a more independent competition scenario. Use of musical elements developed from previous topics. Group work continued and developed, built upon from School of Rock, Reggae,

	<ul style="list-style-type: none"> Understanding, reading and performance of a range of notation built upon from Reggae, Ukulele, African Drumming and Pachelbel. 	<p>Ukulele and Pachelbel units, all with large group performances and a range of instrumental techniques.</p> <ul style="list-style-type: none"> Understanding, reading and performance of a range of notation built upon from Reggae, Ukulele, African Drumming and Pachelbel.
Literacy/ Numeracy	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. Lyric sheets. Students will use knowledge of note values/lengths in musical notation. Students must have a consideration of timing and counting during rhythmic, chordal and melodic performances. Counting of beats and bars essential when performing a song together. 	<ul style="list-style-type: none"> Use of SIR policy with key word glossary, writing frames and sentence starters. Key word game starters/plenaries. Use of word searches, spelling tests, unscramble exercises, written/verbal discussions. Lyric sheets. Students will use knowledge of note values/lengths in musical notation. Students must have a consideration of timing and counting during rhythmic, chordal and melodic performances. Counting of beats and bars essential when performing a song together.
Cross Curricular	<ul style="list-style-type: none"> Significant Western cultural, moral, political and historic links to important musical movements such as Rock n Roll, Punk, Psychedelic Rock throughout the 1950s-1980s. Link to Geography with identification of US and UK regions. Group rehearsing and performing uses and builds communication skills, confidence, respect and inclusion for all. 	<ul style="list-style-type: none"> This unit is linked to the school Summer Concert event giving some students the opportunity to perform to the whole school extending social and cultural links across the school out of the classroom. Group rehearsing and performing uses and builds communication skills, confidence, respect and inclusion for all.
Assessment	<ul style="list-style-type: none"> Learning checks through low stakes questioning and starters. Summative assessments through teacher observations and feedback. Formative assessment of students' group performances of Rock Song. 	<ul style="list-style-type: none"> Learning checks through low stakes questioning and starters. Summative assessments through teacher observations and feedback. Formative assessment of students' group performances of Pop/Rock/Dance Song.