

Music Curriculum: Year 8

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
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Music	Topic	Descriptive Music Atmospheric and Programme Music	Developing Keyboard Skills Music with chromatics – Fur Elise followed by the Blues	Ensemble Skills Riff based music: The White Stripes - <i>Seven Nation Army</i>
	Why this and why now?	This unit of work follows on from the Year 7 elements of music scheme of learning. In year 7 pupils had to create music which described a planet and accompany a story whilst using the elements of music.	The main intention for this unit of work is for students to develop keyboard/practical skills learnt from the year 7 keyboard tasks.	The main intention for this unit of work is for students to develop skills in performing/working in a group/band creating an ensemble experience as a development of the Year 7 task.
	What is the essential knowledge that needs to be remembered?	How to manipulate the elements of music in composition. How to manipulate musical techniques in a composition. Being able to describe both of these when listening to music. Understanding of how to notate musical ideas. How music can be used to describe a story or image.	How chromatic music is notated, knowing what the # and b symbols mean. Learn how to play a melody with a range of fingers, keeping to a steady beat and creating a fluent performance. How to play chords and chord inversions. How to play in time with themselves or with a partner.	Group work skills, how to perform as an ensemble – working at a suitable tempo for all to be successful and considering dynamics of parts so all are heard. Understanding notation of keyboard music as well as guitar and ukulele TAB. How to play a wider range of chords. How a verse and chorus can alter their chords. How to play chords with sharps in them.
	What is the assessment intent and how will you assess?	To be able to compose music which manipulates the elements of music and musical techniques to accompany a story and to describe an image. The work will be assessed throughout the lessons using a log with feedback and a formal assessment when students perform to each other as well as a listening test on the elements of music and techniques.	To be able to read and perform music on the keyboard using standard notation and rhythms. Assessed with performances based on a success criteria of key skills and a listening test on the elements.	To be able to work successfully as a group developing instrumental/practical skills To be able to read and perform music on a range of instruments. Assessed in a group performance based on a success criteria of key skills, as well as a listening test on the elements.
	What should the end point look like?	Two creative compositions, one for a story and one for an image which have successfully used a range of elements of music and musical techniques.	A fluent keyboard performance using a range of fingers to play a melody extended with performing chords with the left hand reading standard music notation.	A fluent group performance of Seven Nation Army by a group of students playing on a range of instruments reading different types of notation.
	How does it cover the NC?	“understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations” “to create and compose music on their own and with others” “play and perform confidently” “improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions” “identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use	“perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians” “to create and compose music on their own and with others” “have the opportunity to learn a musical instrument” “understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations” “Develop a deepening understanding of the music that they perform and to which they listen, and its history” “play and perform confidently”	“perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians” “learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument” “understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.” “play and perform confidently”

		<p>of tonalities, different types of scales and other musical devices”</p> <p>“Listen with increasing discrimination to a wide range of music from great composers and musicians”</p> <p>“Develop a deepening understanding of the music that they perform and to which they listen, and its history”</p>		
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