

# Year 8 Music Curriculum

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
Performing Arts	<b>Topic</b>	<b>Performance Skills History of Music</b>	<b>Sequencing Skills EDM</b>	<b>Performance Skills World Music</b>	<b>Composition Skills Game Music</b>	<b>Ensemble Skills 20<sup>th</sup> Century Music</b>	<b>Ensemble Skills 21<sup>st</sup> Century Music</b>
	<b>Why this and why now?</b>	This unit introduces pupils to historic periods in music. Students will learn how to play pieces from the Baroque, Romantic and Classical periods on the keyboards. Students will be reading sheet music and perform these pieces during lesson time	This unit follows on from Y7 sequencing skills unit. Students will develop their technology skills by sequencing electronic dance tracks into a DAW (Ableton)	This unit focuses on music around the world. Including: Samba, Gamelan and Gaelic music. We will learn about the different cultures and how to play pieces of traditional music as a whole class ensemble.	Students will use their knowledge and skills from the previous composition unit to compose Game Music. Students will learn how to compose bass lines, chords, drumbeats and melody lines to fit a set brief by the end of the unit. Students will have access to work on a DAW (Digital Audio Workspace) in the departments' computer classroom to compose their final piece.	Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 <sup>th</sup> Century. Students will be able to develop their skills on ukuleles, guitars, and vocals.	Students put together knowledge and skills learned so far on notation and group work to produce covers of songs from the 20 <sup>th</sup> Century. Students will be able to develop their skills on ukuleles, guitars, and vocals.
	<b>What is the essential knowledge that needs to be remembered?</b>	<ul style="list-style-type: none"> <li>Read basic notation</li> <li>Playing keyboards with both hands</li> <li>Performing in time with a steady beat</li> <li>Structure</li> <li>Performing different rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Ostinatos</li> <li>Composing chords</li> <li>Composing basslines</li> <li>Composing melodies</li> <li>Applying the elements of music into composition</li> <li>Composing drumbeats</li> <li>Different musical structures</li> </ul>	<ul style="list-style-type: none"> <li>Playing in time with other musicians</li> <li>Keeping rhythms</li> <li>Listening skills</li> <li>Playing as part of a group</li> <li>Playing to an ABA structure</li> <li>Call and response</li> <li>Pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>Ostinatos</li> <li>Composing chords</li> <li>Composing basslines</li> <li>Composing melodies</li> <li>Applying the elements of music into composition</li> <li>Composing drumbeats</li> <li>Different musical structures</li> </ul>	<ul style="list-style-type: none"> <li>Playing as part of an ensemble</li> <li>Playing in time with other musicians</li> <li>Creating a balance between instruments</li> <li>Reading notation, chord boxes and TAB</li> <li>Playing chords that have sharps/ flats in them</li> </ul>	<ul style="list-style-type: none"> <li>Playing as part of an ensemble</li> <li>Playing in time with other musicians</li> <li>Creating a balance between instruments</li> <li>Reading notation, chord boxes and TAB</li> <li>Playing chords that have sharps/ flats in them</li> </ul>
	<b>What is the assessment</b>	Formal assessment will take place at the end of the scheme of work.	Formal assessment will take place at the end of the scheme of work.	Formal assessment will take place at the end of the scheme of work.	Formal assessment will take place at the end of the scheme of work. Pupils	Formal assessment will take place at the end of the scheme of work.	Formal assessment will take place at the end of the scheme of work.

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<b>intent and how will you assess?</b>	Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Pupils will rehearse, perform, and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.
<b>What does the end point look like?</b>	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.
<b>How does it cover the NC?</b>	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of historical	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of	The National curriculum states all students should “perform, listen to, review and evaluate music across a range of

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	<p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“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.”</p> <p>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including</p>	<p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“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.”</p> <p>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of</p>	<p>historical periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“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.”</p> <p>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression”</p> <p>“Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions”</p> <p>“Identify and use the inter-related dimensions</p>	<p>periods, genres, styles and traditions, including the works of the great composers and musicians”</p> <p>“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.”</p> <p>“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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.”</p> <p>“Improvise and compose; 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