



Learning Aims and Curriculum Intent:

The Year 8 curriculum aims to broaden students' knowledge of different genres, allowing the skills built up in Year 7 to expand into a wider variety of Music. Students will continue to: Perform and compose with control of the Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Melody, Instruments, Time/Tempo, Harmony); use more complex rhythms and melodies in the treble and bass clefs; play basic chords on the keyboard and learn ways of increasing their complexity; appraise Music using technical terminology which is linked to the GCSE and A Level syllabuses. They will begin to learn about Music Technology, using DAW and notation software to record their ideas. As well as providing a secure academic and skills-based grounding, we aim to foster a love of Music and music-making which will encourage involvement in co-curricular Music.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Blues: To perform stylistically with control and expression of the elements of music including improvisation.</p> <ul style="list-style-type: none"> 12 bar blues structure and AAB lyric structure Recapping Chords I, IV, V and reading chord sheets C major Pentatonic scale, and the C blues scale Walking bass line & using bass clef notes Introduction of sharps and flats Improv techniques: head, repetition, sequence, melodic expansion, blue notes, basic ornamentation Continued control of the elements of music Keyboard skills Syncopation 	<p>Blues:</p> <p>Students will develop skills in singing and playing in a blues style, with a focus on harmony (chords), structure and melody (improvisation)</p> <p>Melodic (Do – Do) and rhythmic dictation (Regular, on-beat, rests and simple off-beat)</p>	<p>Blues:</p> <p>PERFORMING: Technical Control and Expression <i>Controlling melody and rhythm (including improvisation) within a 12-bar blues structure using elements of music for</i></p> <p>TASK: 12 BAR BLUES COMPOSITION in Pairs</p> <p>LISTENING: Appraising music with correct vocabulary</p>
	<p>Mood and Music: To compose using technology exploiting and controlling the elements of music</p> <ul style="list-style-type: none"> Chords: consonant/dissonant Major and minor chords Drones/pedal notes Beats in a bar (pulse, strong and weak beats) & free time Pitch, intervals and degrees of the scale using Solfege Notes of the treble and bass clefs Layered textures Dynamics: Pp-ff; tempo: lento-presto, staccato/legato, crescendos/de-crescendos Leitmotifs, chord and nonchord notes Technology skills: recording, editing, quantize, panning, automation, looping using Garageband. 	<p>Mood and Music:</p> <p>Students will develop skills in recording and editing using a sequencer to perform and compose leitmotifs and soundscapes, with a focus on exploiting dynamics, texture and harmony</p> <p>Melodic (Do – Sol) and rhythmic dictation (Regular, on-beat, rests and simple off-beat)</p>	<p>Mood and Music:</p> <p>COMPOSING: Developing musical ideas <i>Controlling the elements of music, demonstrating appropriate dynamics, texture and technology effectively to meet intentions</i></p> <p>TASK: LEITMOTIF/SOUNDSCAPE COMPOSITION</p> <p>LISTENING: Appraising music with correct vocabulary</p>

Lent	<p>Minimalism:</p> <p>To develop notation skills and playing as part of a small ensemble</p> <ul style="list-style-type: none"> Ostinato, cell, gradual dynamics, metamorphosis, rhythmic displacement C Major and A minor pentatonic scales Drones/pedal notes Note durations Beats in a bar (pulse, strong and weak beats) Pitch, intervals and degrees of the scale using Solfege Layered textures Dynamics: Pp-ff; tempo: lento-presto, staccato/legato, crescendos/de-crescendos <p>Samba:</p> <ul style="list-style-type: none"> Ostinato, groove, break, Signalling Oral tradition Note durations Beats in a bar (pulse, strong and weak beats) and 4/4 time Triplets, syncopation, accents Non-Western instruments (timbres) Students will be able to recognise instruments by sight and ear. 	<p>Minimalism:</p> <p>Students will perform and compose music in a minimalist style as part of a group using typical minimalist techniques</p> <p>Melodic (Do – Sol) and rhythmic dictation (Regular, on-beat, rests and simple off-beat)</p> <p>Samba:</p> <p>Students will perform music on Samba instruments using characteristic rhythms as leaders and participants in a Bateria</p> <p>Melodic (Do – Sol) and rhythmic dictation (Regular, on-beat, rests, simple off-beat and dotted)</p>	<p>Minimalism:</p> <p>COMPOSING: Technical Control and Expression and Developing musical ideas <i>Controlling the elements of music, demonstrating appropriate dynamics, texture and technology to meet intentions</i></p> <p>TASK: MINIMALISM COMPOSITION</p> <p>LISTENING: Appraising music with correct vocabular</p> <p>Samba:</p> <p>PERFORMING: Technical Control and Expression <i>As part of a group students will be assessed on instrumental skills (accuracy and expression and interpretation)</i></p> <p>TASK: SAMBA REGGAE</p> <p>LISTENING: Appraising music with correct vocabulary</p>
Trinity	<p>Revision for End of Year Exams</p> <p>To recap on previous units of work in preparation for end of year assessment</p> <p>To continue to use technology to arrange musical loops to create a popular music piece.</p> <ul style="list-style-type: none"> Arranging music Structuring music – eg 4/8 bar phrases, chorus/verse Utilising appropriate timbres for the genre 	<p>Music Tech Computer Loops Project:</p> <p>Students will use Garageband loops to arrange their own popular music, experimenting with appropriate textures and timbres</p>	<p>End of Year Exam</p> <p>Music Tech Computer Loops Project:</p> <ul style="list-style-type: none"> Arranging music Structuring music – eg 4/8 bar phrases, chorus/verse Utilising appropriate timbres for the genre <p>TASK: create a piece of music in a dance music style.</p>

Examples of Homework	Students are often asked to complete short listening exercises putting into practice technical vocabulary learned in class. This will often require them to re-frame their knowledge in the context of an unfamiliar piece of Music. Other HW tasks are more open-ended, requiring them to rehearse for a class performance, for example.
Key terminology	Elements of Music (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, Time/Tempo). There are many other technical terms covered but all fall under one of these Elements. Music Tech also introduces another realm of vocabulary, such as mixing, quantising, automation, studio effects.
Super-curricular enrichment and scholarly extension	Read: The Ultimate Guide to Music The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra: 1 : Fullman, Joe: Amazon.co.uk: Books Watch: The BBC Proms on iPlayer Listen: To anything and everything! Visit: Central London concert venues; Forest performances
Useful websites	Spotify and YouTube playlists; BBC Bitesize; online notation and DAW software
Who can I contact?	Head of Department Sam Jackson
	Teachers Luis Pares, Paul Axford, Nick Marie, Sophie Taylor-Denton, Liam Gray