**Music Year 8**

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|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 |
| Topics | Rhythm & Metre **(Brazilian Samba)** | Elements of Music & using a DAW  (**EDM**) | Hooks & Riffs  **(Reggae)** | | Rhythm & Metre  **(West African Drumming)** | | Chords  **(The Blues)** | Expressive Features  **(Film Music)** |
| Key content | The following concepts are taught in topic 1 and continually referred to and refined in every topic that follows.   * Pulse * Rhythm * Simple staff notation and tab including basic rhythmic values and pitch in bass & treble clefs * Bars/ bar lines * Simple time signatures   Below are topic specific concepts that appear only in that topic or that are referred to again in only some of the topics that follow. | | | | | | | |
| * Ostinato * Call & Response * Polyrhythm * Break * Improvisation * Traditional samba instruments/ performing techniques | * Tempo * Texture * Timbre * Structure * Dynamics * Silence * Sequencer * Metronome * MIDI track * Regions * Loops * Effects * Automation * Intro * Verse * Chorus * Drop * Fill | * Chords (major) * Chord sequence * Key Signature * Accidentals * Riff * Hook * Melody * Verse * Chorus * Typical instruments * Performing techniques * Sequencer * Metronome * MIDI track * Regions * Loops | | * Ostinato * Call & Response * Polyrhythm * Break * Improvisation * Traditional African instruments * Performing techniques | | * Chords (major) * Chord sequence * Bass line * Key signature * Accidentals * Keyboard layout and technique * Improvisation * Sequencer * Metronome * MIDI track * Regions * Loops | * Chords (major/ minor) * Leitmotif * Key Signature * Accidentals * Ostinato * Pedal note * Melodic sequence * Dynamic markings * Articulation markings * Tempo markings * Typical instruments used and performing techniques |
| Key skills | **Performing – Composing – Listening/Appraising**   * Accurately * Fluently * In time with a sense of pulse * With good technique * Sense of ensemble awareness and expression * Reading basic notations * Composing through improvisation and as part of a group * Sequencing musical ideas (Sound trap) * Identifying key instruments and musical features | | | | | | | |
| Assessment | * Formative feedback every lesson * Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units. * Summative Recordings of group performances and/or composition work. * Baseline/listening tests completed in booklets | | | | | | | |
| Linked Learning | The units in Y8 build on expected prior knowledge from students in their middle school. The first two units (Samba or Africa & Blues) are designed to develop basic performing and composition skills and to teach/reinforce conceptual understanding of basic staff notation and technical rhythmic and harmonic concepts such as Ostinato – Call & Response – Chords etc that will become the foundation knowledge required for students as they move through key stage 3 and 4. | | | | | | | |
| SMSC Links | 253. Provision for the spiritual development of pupils.   * sense of enjoyment and fascination in learning about themselves, others, and the world around them * use of imagination and creativity in their learning * willingness to reflect on their experiences   255. Provision for the social development of pupils includes developing their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds * willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively   256. Provision for the cultural development of pupils includes developing their:   * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain * ability to recognise, and value, the things we share across cultural, religious, ethnic, and socio-economic communities * willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities * interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect, and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities | | | | | | | |
| Literacy | * Musical technical terminology (crotchet, syncopation) * Vocabulary to evaluate work (fluency, accuracy, balance) | | | Numeracy | | Counting, Addition, fractions, sequences, durations | | |
| Enrichment | Extracurricular opportunities include choir – instrumental ensembles – instrumental lessons (including whole group class band) – trips and visits throughout the year. | | | | | | | |
| Impact | Students are required to memorise key facts and be able to recall them and apply their knowledge to performing and composition tasks. A successful student will be able to link concepts together. Demonstrate the ability to think and work musically by performing with good technical skill, accuracy, fluency, expression, and a sense of ensemble awareness. A good student will also be able to apply their knowledge of a range of stylistic features in a group composition and/or a sequenced demonstration.  Music will help students to become logical thinkers and problem solvers with a better understanding of the world around them. Demonstrating resilience, confidence, leadership, and the ability to consider the value of their creative choices as they present their work to a variety of different audiences. | | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage participation in extra-curricular music ensembles and attend school performances throughout the year. * Consider instrumental tuition (options ranging from individual to large group tuition on a variety of different instruments). * Use Focus on Sound regularly to support classroom learning and complete homework tasks. * Additional resources to support your child’s understanding include.   [https://droitwichspa-hs.musicfirstclassroom.co.uk](https://droitwichspa-hs.musicfirstclassroom.co.uk/dashboard)  <https://www.musictheory.net/>  <https://www.bbc.co.uk/bitesize/subjects/zpf3cdm> |