

Music Curriculum Overview – Year 8

| Sequencing of topics | What knowledge will students develop? (Including key terminology) | What skills will students develop? (Including literacy & numeracy) | Assessment opportunities | Homework opportunities | Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers) | Curriculum links |
|-----------------------------------|---|---|--|--|---|--|
| Autumn Term 1 | | | | | | |
| Indian Music | <ul style="list-style-type: none"> Know the types of occasion's Indian music is played at and how it is learnt; Know the three elements in Indian Classical music, including raga, drone and tala; Know the features in Indian Classical music and Bhangra. | <ul style="list-style-type: none"> Identify features through listening activities and describe Indian music with correct musical vocabulary; Compose and perform a raga, drone and tala as an ensemble; Improvise a melody using raga notes. | <p>Small group performance;</p> <p>Key word/ Listening quiz.</p> | <p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice;</p> <p>Listen to Indian Classical/Bhangra music.</p> | <p>United in Harmony: working together to create performances. Grateful & Generous: an appreciation for music and sharing your skill and knowledge through performing, teaching or supporting. Listening & Attentive: listening to others in discussions, listening and responding to music, and watching others perform; Loving & Compassionate: supporting class members during performance; Courageous & Resilient: preparing to perform to your class. Discerning & Joyful: offering/accepting constructive criticism in AFL and compromise during group work; acknowledging yours and other achievements through performance/composition activities; Leading with Justice: leading a group performance and/or class activities; Acting with Truth & Integrity: in working with others. Serviam: helping other's to achieve their goal. Dignity of the human being: respect for each other during performances and offering constructive criticism in AFL; Community & Participation: supporting each other and participating in positive way, enabling all students to achieve their learning goals. Peace & Reconciliation: through compromise during group work; Technology: – DJ, electronic effects, synthesisers, development of technology in Bhangra music; Geography: – India; Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager, Concert Promoter.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Rhythms of the World; Performance Coursework; Composition Coursework. |
| Autumn Term 2 | | | | | | |
| Film Music | <ul style="list-style-type: none"> Know how music can enhance the visual images and dramatic impact of film, and can reflect the emotional and narrative messages of the drama; Develop an understanding of key features in the music in different film genres; Know and understand what a cue sheet is and how film soundtrack composers use these to assist in planning musical events with an emphasis on timings. | <ul style="list-style-type: none"> Identify and describe key features in the music in different film genres, including instruments, dynamics, pitch, and tempo. Be able to perform leitmotifs/themes from a selection of films, including James Bond and The Good, The Bad and the Ugly. | <p>Small group performance;</p> <p>Optional solo performance;</p> <p>Key word/ Listening quiz.</p> | <p>Tasks on Focus on Sound;</p> <p>Performance practice;</p> <p>Family Film Night - Discover the impact of music in films by watching a family film.</p> | <p>United in Harmony: Grateful & Generous; Listening & Attentive: Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Literacy – words to describe the 'mood' of the music could be discussed in relation to genres; Media studies: the role of music to support and enhance the moving image; film 'genres'; Numeracy – timing skills are important when composing film music; Drama – storyboards. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Reward trip to a Musical Theatre in London's West End (Selected students); Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager, Concert Promoter.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Film Music; Performance Coursework; Composition Coursework. |
| Spring Term 1 | | | | | | |
| Blues and Jazz | <ul style="list-style-type: none"> Understand the history and musical development of Blues and Jazz music; Understand how the chords, walking bassline, melody and an improvised melody using the blues scale contribute to the texture of a Blues song; Understand how to improvise a melody using the blues scale; Know how to read the bass clef; | <p>Be able to:</p> <ul style="list-style-type: none"> play the chords C, F, and G major in the structure of the 12 bar blues; play a walking bassline; play an improvised solo using the blues scale in C on keyboard along to an accompaniment. | <p>Small group performance;</p> <p>Optional solo performance;</p> <p>Key word/ Listening quiz.</p> | <p>Homework tasks completed on Focus on Sound.</p> <p>Performance practice.</p> | <p>United in Harmony: Grateful & Generous; Listening & Attentive: Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Numeracy – 12 bar blues chord sequence can be related to repeating patterns and sequences; Literacy – subject matter of blues songs; AAB structure of lyrics in blues songs; storytelling; Scat singing – nonsense words; Citizenship – slavery, oppression, etc. Geography – Africa, America; History – slavery, slave trade; origin of the Blues and Jazz through other cultures. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager, Concert Promoter.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Rhythms of the World; Performance Coursework; Composition Coursework. |
| Spring Term 2 | | | | | | |
| Blues and Jazz Composition | <ul style="list-style-type: none"> Continue to understand the history and musical development of Blues and Jazz music (focussing on jazz genres); Know the key features of a Blues song and understand how to use them to compose a song in this style; Identify key features of a Blues song in other groups performances; Know the steps to writing a song; Understand how to write lyrics for a song. | <ul style="list-style-type: none"> Compose a blues song in a group using the 12 bar blues chord progression, walking bass line, blues scale, improvisation and melody/lyrics; Perform your Blues song. | <p>Small group performance;</p> <p>Optional solo performance;</p> <p>Key word/ Listening quiz.</p> | <p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice;</p> <p>Compose in your own time.</p> | <p>United in Harmony: Grateful & Generous; Listening & Attentive: Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Numeracy – 12 bar blues chord sequence can be related to repeating patterns and sequences; Literacy – subject matter of blues songs; AAB structure of lyrics in blues songs; storytelling; Scat singing. Citizenship – slavery, oppression, etc. Geography – Africa, America; History – slavery, slave trade; origin of the Blues and Jazz through other cultures. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Performer, Composer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Rhythms of the World; Performance Coursework; Composition Coursework. |
| Summer Term 1 | | | | | | |
| Samba Music | <ul style="list-style-type: none"> Understand the origins and culture of Samba – and the connection between Samba and carnival; Understand and identify how instruments, structures and textures are used in Samba Know rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising | <ul style="list-style-type: none"> Perform a range of melodic parts alongside a rhythmic backing to produce a polyrhythmic Samba texture; Perform complex rhythms as a large ensemble with good awareness of other roles and responding accurately to cues given by the Sambista when performing Samba. | <p>Small group performance;</p> <p>Key word/ Listening quiz.</p> | <p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice.</p> | <p>United in Harmony: Grateful & Generous; Listening & Attentive: Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Numeracy – counting rhythms. Literacy – words describing the characteristics and timbres of Samba music; concept of musical dialogue between instruments; improvisation; Geography – Brazil. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Performer, Composer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Rhythms of the World; Performance Coursework; Composition Coursework. |
| Summer Term 2 | | | | | | |
| Reggae | <ul style="list-style-type: none"> Know the origin and main features of Reggae music; Know how to read the bass clef; Understand how bass riffs, hooks and chords are used in Reggae music and contribute to the texture of a song; Understand how to combine textural elements of Reggae for a group performance; | <ul style="list-style-type: none"> Identify key features of Reggae music through listening activities; Be able to perform an arrangement of 'Three Little Birds' using the features of Reggae. | <p>Small group performance;</p> <p>Key word/ Listening quiz.</p> | <p>Homework tasks completed on Focus on Sound;</p> <p>Performance practice.</p> | <p>United in Harmony: Grateful & Generous; Listening & Attentive: Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Literacy – Jamaican 'nation-language' and pronunciation of accent; themes in song lyrics; rhythming schemes; Geography – Jamaica, Caribbean Islands; R.E./Citizenship – Rastafarianism; Technology – sound systems and amplification; Numeracy – counting; on-beat and off-beat. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Reward trip to a Musical Theatre in London's West End (Selected students); Performer, Arranger, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.</p> | <p>GCSE Music:</p> <ul style="list-style-type: none"> Listening Exam - Rhythms of the World; Performance Coursework; Composition Coursework. |