



Music

Intent

In Year 8 the aim is to build on the foundations laid in Year 7 and ensure that key knowledge and skills are revisited constantly, resulting in a spiral curriculum which means that students technical skills and musical knowledge are embedded so that students who do not have private music tuition are still able to see music as a viable GCSE subject whilst challenging students whose performance abilities on specific instruments may be further embedded. Once again, the 3 disciplines of performing (singing and playing), composing, listening and appraising which underpins all music are covered in a way so that students understand that they do not exist in isolation.

Year 8	Unit 1 Improvisation Sep - Dec	Unit 2 Composer's Logbook Jan – Apr	Unit 3 Musical Theatre Apr - July
Knowledge (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> Notes on the bass clef Building triads Scat singing 12 bar blues chord progression Use of blue notes and blue scales 	<ul style="list-style-type: none"> Reinforcing treble and bass clef notation Major and minor triads Simple and compound time signatures Triplet rhythms Composing How different effects can be achieved by focusing on specific musical elements 	<ul style="list-style-type: none"> Reinforcing treble & bass clef notation Different moods and how musical features can be used to determine different moods
Understanding (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> 12 bar blues progression used in Blues, Rock'n'Roll and popular music 12 bar blues can be played in different keys Amateur musicians could improvise melodies on a fixed chord progression 	<ul style="list-style-type: none"> How most composers compose music to a brief How different musical features can create different moods 	<ul style="list-style-type: none"> History of Musical Theatre and its roots in opera buffa How different musical styles have developed over the years linked in with popular genres Different types of musicals How music evokes a sense of time and place for the audience
Skills (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> Extending 5 finger melodies to a wider range of notes Recapping on performing chords on keyboards Improvising melodies / simple riffs on the keyboard Scat singing 	<ul style="list-style-type: none"> Using compositional devices to develop initial ideas Using Musical Features to create specific moods to fulfil a creative brief 	<ul style="list-style-type: none"> Recognising different genres of musical theatre pieces Instrument recognition Singing musical theatre songs in parts using the correct technique
Formal Assessments (those done by all/vast majority of the cohort)	<ul style="list-style-type: none"> Performance of 'C Jam Blues' & improvisation 	<ul style="list-style-type: none"> Composition of a piece that responds to a brief in a group 	<ul style="list-style-type: none"> End of year listening assessment Knowledge of treble clef, bass clef, note values and time signatures Recognition of instruments Making judgements on music

By the end of the year students on course for at least a grade 5 will perform a melody and chords on a keyboard using the correct technique; compose simple, repetitive ideas; develop their initial ideas; respond to a composition brief; recognise the sounds of orchestral and pop instruments; describe the dynamics, tempo, tonality and mood of music using correct terminology; be able to read the notes of the treble and bass clef.