

Year 8 Music Curriculum Rationale

In Year 8, students will experience a wide range of music through the key skills of Performing, Composing and Appraising building on the learning from Year 7. Variations, Reggae, Minimalism, Samba, T.V. Themes and Computer and Video Game music require students not only to develop skills in accuracy, creating original ideas, improvisation and analysing but also crucial skills for life. Confidence, empathy, collaboration, risk taking, and automaticity are nurtured and developed through Year 8 music enabling students to build upon previous musical experiences, however extensive or limited they may be. A practical approach is adopted with the theoretical side used in tandem to ensure the development and extension of both.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
Term 1 – Variations Skills: Composing, Performing Appraising Paired work 7 lessons	Teaching “Frere Jacques” introducing the concept of varying a theme as the basis for learning. Techniques of variation introduced theoretically and through appraisal. Variations on the theme composed.	Learning of a well-known theme provides the basis of learning. From there, students will be able to introduce changes from listening to other examples resulting in composition of the required variations or more.	Low stakes assessment “Frere Jacques” learned as part of the composition process. End of Unit assessment – Composition of 4 or more variations of “Frere Jacques” using a range of techniques.	Literacy focus on technical words and application in composing. Oracy explaining intentions and ideas.	ACPs Realising Creating Speed and accuracy. Automaticity. VAAs Collaborative working, , Risk taking, Practice.	Ideas for variations heard in themes outside the classroom.
Term 2 - Reggae Skills: Performing, Appraising Group Work 7 lessons	Essential aspects of Reggae learned especially off-beat rhythms. “Three Little Birds” appraised with Individual performance parts learned. Application of these into effective	Understanding the background of Reggae and appraising different examples. “Three Little Birds” sung and component parts for performance	Low stakes assessment at the end of each lesson focusing on the skills taught. Individual parts presented. End of Unit Assessment task – Presentation of	Reading and recognising notes, notation and note patterns. Literacy focus on song words and clarity of diction.	ACPs Realising Strategy planning, connection finding, Accuracy, Precision VAAs Collaborative working, Enquiring, Open minded,	Listening to examples of Reggae to create similar style in performance. Reggae research.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
	group work Drum kit skills introduced or developed.	learned separately, Parts then chosen and combined in ensemble performance.	"Three Little Birds" in ensembles. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)		Risk taking, perseverance.	
Terms 3. Minimalism Skills: Composing, Appraising, Performing. Improvisation Music Technology 7 lessons.	Introduction of Minimalism and its importance as a contemporary classical genre. Techniques associated with the music learned and used as a basis for composition. Examples of techniques also used for performance work	Introduction of the genre introduced through listening and then whole class piece presentation. Each Minimalist technique introduced separately through appraising and performance. Students compose a minimalist piece using the techniques but present via technology:	Low stakes: improvisation and presentation of motifs. Performance of minimalist techniques. Assessment task – composition and presentation of Minimalist piece. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for	Recognising notes and letters. Written appraisal of Minimalist pieces.	ACPs Self-regulation Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality VAA Collaborative, confident, Risk taking, resilient.	Identifying aspects of Minimalism in a range of musical genres.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
		Bandlab, Audacity or Garageband.	improvement (DIRT sheet, peer feedback and final performance)			
Term 4 Samba Skills: Performing Appraising Whole Class Work Elements of Music 6 lessons	The background to Samba is introduced with the link to Reggae established. The instruments and playing techniques are introduced as are the rhythms. Whole class work follows with this knowledge.	Students are introduced to the genre, instruments, and rhythms. Syncopation from Reggae is built upon, and a group piece is developed for performance. Improvisation is also included, and different Samba styles are considered and performed.	Low stakes: learning to play the instruments correctly and individual rhythms. Assessment task – Presentation of group Experimental piece. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	Written and oral appraisal of Samba pieces. Recognising rhythms and patterns,	ACPs Speed and Accuracy. Realising. Strategy planning, imagination, precision, intellectual confidence, originality. VAA Collaborative working, creative and enterprising, perseverance, Confidence	Listening to other genres of Latin American music
Term 5 T.V. Themes.	The importance and role of music in T.V. programmes introduced. Examples	TV music as a concept introduced with examples appraised and	Low stakes assessment – examples of themes	Reading and recognising notes, notations,	ACPs Realising, creating. Strategy planning, imagination, accuracy,	Listening to a range of TV themes to gain further ideas.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
Skills: Composition, Appraising, Music Technology. 7 lessons	appraised and performed to understand approaches and techniques. A theme for an imaginary programme composed.	performed. Aspects of melody, structure and mood discussed. Imaginary programmes are discussed, and students compose a piece for one of them using technology.	performed and appraised. End of Unit Assessment – composition and presentation of TV pieces. Evaluation task – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)	and musical patterns. Written appraisal of TV themes.	precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence.	
Term 6 Computer and Video Games Music Skills: Appraising 7 Lessons.	The link between music and computer games is learned and the role of music within them. Character themes are considered followed by the characteristics of much computer game music. Sound effects are explored	Different genres of computer games are considered in relation to how the music is composed. The students will compose their own music based on a scene from a computer game.	Assessment – written appraisal of a range of pieces in various genres under the programme title. Evaluation task – reflect on both the processes and the final piece and highlight potential	Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.	ACPs Realising imagination, accuracy, precision, intellectual confidence, originality. VAAs Collaborative working, creative and enterprising, perseverance, Confidence.	Considering wide ranges and purposes of programmatic and descriptive music and particularly how they are used in computer games.

Year 8 Music Curriculum

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
	with a ground theme created.		areas for improvement (DIRT sheet, peer feedback and final performance.)			