

## 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	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
Term 1 – Variations <b>Skills: Composing, Performing</b> <b>Appraising</b> <b>Paired work</b> <b>7 lessons</b>	Teaching “Frere Jacques” introduces 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.	<b>Low stakes assessment</b> “Frere Jacques” learned as part of the composition process. <b>End of Unit assessment –</b> <b>Composition of 4 or more variations of “Frere Jacques” using a range of techniques.</b>	<b>Literacy focus on technical words and application in composing.</b> <b>Oracy</b> explaining intentions and ideas.	<b>ACPs</b> <b>Realising</b> <b>Creating</b> Speed and accuracy. Automaticity. <b>VAAs</b> Collaborative working, , Risk taking, Practice.	Ideas for variations heard in themes outside the classroom.
Term 2 - Reggae <b>Skills: Performing, Appraising</b> <b>Group Work</b> <b>7 lessons</b>	Essential aspects of Reggae learned especially the characteristic off-beat rhythm.	Understanding the background of Reggae and appraising different examples. “Yellow Bird” appraised and	<b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught. Individual parts presented.	<b>Reading</b> and recognising notes, notation and note patterns.	<b>ACPs</b> <b>Realising</b> Strategy planning, connection finding, Accuracy, Precision	Listening to examples of Reggae to create similar style in performance. Reggae research.

	<p>"Yellow Bird" appraised with Individual performance parts learned – chords and bass. "Three Little Birds" appraised and parts learned. Application of these into effective group work Drum kit skills introduced or developed.</p>	<p>performed in pairs. "Three Little Birds" sung and component parts for performance learned separately, Parts then chosen and combined in ensemble performance.</p>	<p><b>End of Unit Assessment task –</b> Presentation of "Yellow Bird" in pairs and "Three Little Birds" in ensembles. <b>Evaluation task –</b> reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p>Literacy focus on song words and clarity of diction.</p>	<p><b>VAs</b> Collaborative working, Enquiring, Open minded, Risk taking, perseverance.</p>	
<p><b>Term 3.</b> <b>Samba</b> <b>Skills: Performing</b> <b>Appraising</b> <b>Whole Class Work</b> <b>Elements of Music</b> <b>6 lessons</b></p>	<p>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.</p>	<p>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</p>	<p><b>Low stakes: learning to play the instruments correctly and individual rhythms.</b> <b>Assessment task –</b> Presentation of group Experimental piece. <b>Evaluation task –</b> reflect on both the processes and the</p>	<p>Written and oral appraisal of Samba pieces. Recognising rhythms and patterns,</p>	<p><b>ACPs</b> <b>Speed and Accuracy.</b> <b>Realising.</b> Strategy planning, imagination, precision, intellectual confidence, originality. <b>VAs</b></p>	<p>Listening to other genres of Latin American music</p>

		styles are considered and performed.	final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)		Collaborative working, creative and enterprising, perseverance, Confidence	
<p> <b>Term 4</b>  <b>T.V. Themes.</b>  <b>Skills: Composition, Appraising.</b>  <b>Music Technology.</b>  <b>7 lessons</b> </p>	<p>           The importance and role of music in T.V. programmes introduced. Examples appraised and performed to understand approaches and techniques. A theme for an imaginary programme composed         </p>	<p>           TV music as a concept introduced with examples appraised and performed. Aspects of melody, structure and mood discussed. Imaginary programmes are discussed, and students compose a piece for one of them using technology         </p>	<p> <b>Low stakes assessment</b> – examples of themes performed and appraised.  <b>End of Unit Assessment</b> – composition and presentation of TV pieces.  <b>Evaluation task</b> – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)         </p>	<p>           Reading and recognising notes, notations, and musical patterns.             Written appraisal of TV themes.         </p>	<p> <b>ACPs</b>            Realising, creating. Strategy planning, imagination, accuracy, precision, intellectual confidence, originality.  <b>VAAs</b>            Collaborative working, creative and enterprising, perseverance, Confidence.         </p>	<p>           Listening to a range of TV themes to gain further ideas.         </p>

<p>Term 5 Minimalism Skills: Composing, Appraising, Performing. Improvisation Music Technology 7 lessons.</p>	<p>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</p>	<p>Introduction of the genre through listening and then whole class piece presentation. Each Minimalist technique is introduced separately through appraising and performance. Students compose a minimalist piece using the techniques but present via technology: Bandlab, Audacity or Garageband.</p>	<p><b>Low stakes: improvisation and presentation of motifs. Performance of minimalist techniques.</b> <b>Assessment task –</b> composition and presentation of Minimalist piece. <b>Evaluation task –</b> reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance</p>	<p>Recognising notes and letters. Written appraisal of Minimalist pieces.</p>	<p><b>ACPs</b> Self-regulation Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality <b>VAAAs</b> Collaborative, confident, Risk taking, resilient.</p>	<p>Identifying aspects of Minimalism in a range of musical genres.</p>
<p>Term 6 Computer and Video Games Music Skills: Appraising 7 Lessons.</p>	<p>The link between music and computer games is learned and the role of music within them. Character themes are considered followed by the</p>	<p>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</p>	<p><b>Assessment –</b> written appraisal of a range of pieces in various genres under the programme title. <b>Evaluation task –</b> reflect on both the</p>	<p>Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.</p>	<p><b>ACPs</b> Realising imagination, accuracy, precision, intellectual confidence, originality. <b>VAAAs</b></p>	<p>Considering wide ranges and purposes of programmatic and descriptive music and particularly how they are used in computer games.</p>

	<p>characteristics of much computer game music. Sound effects are explored with a ground theme created.</p>	<p>scene from a computer game.</p>	<p>processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)</p>		<p>Collaborative working, creative and enterprising, perseverance, Confidence.</p>	
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