

YEAR 8 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 8, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards and percussion instruments. They explore the elements of music whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles, traditions and contexts. They continue to study music theory and how to read from western music notation which is extended in Year 8 to include the bass clef and harmony.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Reggae/African Drums	Bass clef	Music for Video Games	Musical Theatre
Crucial Knowledge	Musical Knowledge: Africa, rhythm, djembe, Open tone, High tone, Bass tone, Low tone, Call and Response, Master Drummer, repeat, structure, pattern, warm-up. Polyrhythm, Unison. Dynamics, Pitch, Texture. Offbeat Techniques: Learn about the key features of African music • Learn about African instruments and what they sound like • Perform call and response rhythms as a solo and as part of an ensemble • Compose a rhythmic composition employing rhythmic features of African music	Musical Knowledge: Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Techniques: Learn about bass clef notation • Perform a keyboard piece reading from bass clef notation • Compose and notate a piece using bass clef notation • Develop a knowledge of various bass clef instruments and what they sound like Developing practical keyboard skills using the left hand and Listening skills	Musical Knowledge: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo. Techniques: • Understand the various ways in which music is used within a range of computer and video games from different times. • Understand, describe and use common compositional and performance features used in computer and video game music. • Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.	Musical Knowledge: Orchestra, Ensemble, Structure, Opera, Rock Opera, Book Musical, Underscore, Origin, Character Song, Dialogue, Ensemble To explore a range of different types of Musical Theatre and develop an understanding of this genre. Techniques; Learn about the key features of Musical Theatre. Perform a short Vamp form Chicago using both hands. Students will be assessed on this. Develop an understanding of Opera and Rock Opera.



	Developing practical drumming skills and composing techniques. Listening skills Leadership		• Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. • Development of composition skills	
Why this learning now?	This topic builds on understanding of rhythm, beat and pulse which they learned about in Year 7. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic links to the Year 7 learning and will further their knowledge of pitch and notation.	In Spring, students now need to apply skills they were taught from Year 7. They can now create simple melodies and Leitmotifs for characters and add Sonority and Rhythms to their compositions. They can apply their own creativity to their compositions and introduce dynamics and texture. Students can refine their work and bring their own individuality and creativity to their work.	This topic explores the world of Musicals and musical films, this is linked to the Year 7 scheme where students looked at how Film Music and Underscore creates atmosphere and tension. Students will watch/listen to a variety of different types of musicals.
Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work.			
	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Practical Keyboard Performance.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment.



	end of each lesson and given Peer assessment. Practical Assessment at the end of the term.	Written theory/practical text in this term	Practical Assessment at the end of the term.	Practical Assessment at the end of the term.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. Bitesize is also a good tool to help students revise for their Y8 written exam.			
Key Vocabulary (Etymology words)	Bass, Tone, Slap Call and Response Syncopation Off-beat rhythms Polyrhythm Unison Dynamics Texture.	Bass Line Bass Clef Root Note Bass line riff Alberti Bass Broken Chord Arpeggio Pedal Note	Chip tune/8 bit Ground Theme Sound Effect, Chiptune Synthesiser, Sampling, Cues, Ground Theme, Decision Motif, Jumping Bass Line,	Rock Opera Opera Libretto Underscore Character Songs Ensemble Orchestrations Book Musical
Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Students focus particularly on this aspect when exploring music from around the world in Autumn Term1 (African Music)			
Links to careers and the world of work	All aspects of the Year 8 music curriculum develop skills related to careers in the music industry but mainly performing and composing Transferable employability skills include: Creativity The ability to collaborate and work with others Understanding patterns through listening and analysing music Developing confidence when performing to others.			

