



## Alcester Academy Curriculum Planning: Key Stage 3

Department: Music		Year Group: 8				
Term	Topic/ subject	Assessment Objectives	Knowledge	Skills Include detail of any differentiation	Literacy, numeracy and SMSC opportunities	Final assessment task and title
Autumn 1	The Blues	<ul style="list-style-type: none"> <li>Analyse and compare musical features (1)</li> <li>Compose music using chords, rhythms and structures (3)</li> <li>Have an awareness of my own contribution to a group performance (2)</li> </ul>	<ul style="list-style-type: none"> <li>History of blues music and its influence on western pop music</li> <li>12-bar blues</li> <li>The blues scale</li> <li>Walking bassline</li> <li>Licks</li> <li>Blues lyrical content</li> <li>Chord I, IV &amp; V</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Composition</li> <li>Listening and Appraising</li> </ul>	<ul style="list-style-type: none"> <li>Written task, descriptive writing and evaluation</li> <li>Counting beats in a bar and calculating note lengths and rhythms</li> <li>paired/group work, listening to others perform, being an audience, slave trade, MOBO, social &amp; cultural influences</li> </ul>	<ul style="list-style-type: none"> <li>Written tsk</li> <li>Performance</li> <li>Composition</li> </ul>
Autumn 2	Christmas Songs	<ul style="list-style-type: none"> <li>Select and make use of timbre (2)</li> <li>Use sustaining and developing musical ideas to achieve different effects (3)</li> <li>Analyse how music reflects the contexts in which it is created (1)</li> </ul>	<ul style="list-style-type: none"> <li>The major scale</li> <li>Chords I, II, IV &amp; V</li> <li>Christmas song lyrical content</li> <li>Creating atmosphere in music</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Composition</li> <li>Listening and Appraising</li> <li>Beat boxing</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Key words defined, descriptive writing and evaluation</li> <li>Counting beats in a bar and calculating note lengths and rhythms</li> <li>Paired/group work, listening to others perform, being an audience</li> </ul>	<ul style="list-style-type: none"> <li>Written tsk</li> <li>Performance</li> <li>Composition</li> </ul>
Spring 1	Programmatic Music	<ul style="list-style-type: none"> <li>Use developing musical ideas to achieve the desired effect (3)</li> <li>Make expressive use of the elements of music to create different effects (3)</li> <li>Make improvements to own work and suggest to others (1)</li> </ul>	<ul style="list-style-type: none"> <li>Motifs and themes</li> <li>Chromatacism</li> <li>Intervals</li> <li>Tension in music</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Composition</li> <li>Listening and Appraising</li> <li>Improvising</li> <li>Call and response</li> </ul>	<ul style="list-style-type: none"> <li>Key words defined, descriptive writing and evaluation</li> <li>Counting beats in a bar and calculating note lengths and rhythms</li> <li>Paired/group work, listening to others perform, being an audience,</li> </ul>	<ul style="list-style-type: none"> <li>Written tsk</li> <li>Performance</li> <li>Composition</li> </ul>
Spring 2	Musicals	<ul style="list-style-type: none"> <li>Compose in different genres and styles (3)</li> <li>Use harmonic and non-harmonic devices in compositions (3)</li> <li>Make suitable adjustments to your performance (1 &amp; 2)</li> </ul>	<ul style="list-style-type: none"> <li>The types of song in musicals and their function</li> <li>Melodic and compositional techniques used in musicals</li> <li>The history of musicals</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Composition</li> <li>Listening and Appraising</li> <li>Scales</li> <li>Singing in character</li> </ul>	<ul style="list-style-type: none"> <li>Key words defined, descriptive writing and evaluation,</li> <li>Counting beats in a bar and calculating note lengths and rhythms</li> <li>Paired/group work, listening to others perform, being an audience, social &amp; cultural influences</li> </ul>	<ul style="list-style-type: none"> <li>Written tsk</li> <li>Performance</li> <li>Composition</li> </ul>
Summer 1	Musical Futures Project – In at the deep end	<ul style="list-style-type: none"> <li>Select and make expressive use of dynamics and phrasing (2 &amp; 3)</li> <li>Make critical judgements</li> </ul>	<ul style="list-style-type: none"> <li>Basic and advanced instrumental techniques</li> <li>Band (group) rehearsal and performance skills</li> <li>Performance and stage</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Composition</li> <li>Listening and Appraising</li> <li>Keyboard fingering techniques</li> <li>Chords</li> </ul>	<ul style="list-style-type: none"> <li>Key words defined, descriptive writing and evaluation,</li> <li>Counting beats in a bar and calculating note lengths and</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Written evaluation</li> </ul>



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		about use of musical conventions (1)	presence <ul style="list-style-type: none"> <li>• Interpretation in music</li> <li>• Stylistic awareness</li> </ul>		rhythms <ul style="list-style-type: none"> <li>• Paired/group work, listening to others perform, being an audience, social and economic influences on instrumentation and music</li> </ul>	
Summer 2	Musical Futures Project - MUSE	<ul style="list-style-type: none"> <li>• Select and make expressive use of dynamics and phrasing (2&amp;3)</li> <li>• Make critical judgements about use of musical conventions (1)</li> <li>• Perform from notation (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic and advanced instrumental techniques</li> <li>• Band (group) rehearsal and performance skills</li> <li>• Performance and stage presence</li> <li>• Interpretation in music</li> <li>• Stylistic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Listening and Appraising</li> <li>• Chord shape and fingering techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Key words defined, descriptive writing and evaluation</li> <li>• Counting beats in a bar and calculating note lengths and rhythms</li> <li>• Paired/group work, listening to others perform, being an audience, , social and economic influences on instrumentation and music</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Written evaluation</li> </ul>