

Department: <i>Music</i>						Year Group: 8
Term	Topic / Subject	Assessment Objectives and Knowledge (include differentiation)	Skills (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
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</li> <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> </ul>	Paired/group work, listening to others perform, being an audience, slave trade, MOBO, social & cultural influences	<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> </ul> <p>Analyse how music reflects the contexts in which it is created</p> <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>• 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> </ul>	Paired/group work, listening to others perform, being an audience	<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</li> <li>• Motifs and themes</li> <li>• Chromaticism</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> </ul>	Paired/group work, listening to others perform, being an audience,	<ul style="list-style-type: none"> <li>• Written task</li> <li>• Performance</li> <li>• Composition</li> </ul>
Spring 2	Music Technology	<ul style="list-style-type: none"> <li>• Understand how music sequencing applications work</li> <li>• Understand how to import, edit and arrange loops</li> <li>• Understand how to process audio</li> <li>• Understand how to structure a piece of music using a sequencer and layering techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard skills</li> <li>• Composition</li> <li>• Music sequencing software</li> <li>• Looping</li> <li>• Processing audio</li> <li>• Arranging</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> </ul>	Individual work, peer and self-assessment, insight into contemporary music industry practices	<ul style="list-style-type: none"> <li>• GarageBand sequenced composition</li> <li>• Written assessment</li> </ul>
Summer 1	Pop Music & Melody	<ul style="list-style-type: none"> <li>• Understand what makes certain song 'popular'</li> <li>• Understand the role that melodies play in pop music</li> <li>• Understand the role that chord sequences play in pop music</li> <li>• Understand the role that lyrics play in pop music</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Lyric writing</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> </ul>	Paired/group work, listening to others perform, being an audience, , social and economic influences on instrumentation and music	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Written work</li> <li>• Written evaluation</li> </ul>
Summer 2	Musical Futures Project	<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</li> <li>• Basic and advanced</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</li> </ul>	Paired/group work, listening to others perform, being an audience, , social and economic influences on instrumentation and music	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Written evaluation</li> </ul>

		<p>instrumental techniques</p> <ul style="list-style-type: none"><li>• Band (group) rehearsal and performance skills</li><li>• Performance and stage presence</li><li>• Interpretation in music</li><li>• Stylistic awareness</li></ul>		<p>lengths and rhythms</p>		
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Last updated: 28/11/19