

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

Department: Music		Year Group: 8					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	The Blues	Analyse and compare musical features Compose music using chords, rhythms and structures Have an awareness of my own contribution to a group performance History of blues music and its influence	History MOBO Cultural importance Influence of African music Evolution of Blues music and its influence on many other styles of music Blues structure and form	<ul style="list-style-type: none"> • Performance • Composition • Listening and Appraising 	Paired/group work, listening to others perform, being an audience, slave trade, MOBO, social & cultural influences Written task, descriptive writing and evaluation Counting beats in a bar and calculating note lengths and rhythms	<ul style="list-style-type: none"> • Written task • Performance • Composition 	Groupings/independent work Teacher/associate teacher support Use of laptop for written work Equipment provided

 Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)

		<p>on western pop music 12-bar blues The blues scale Walking bassline Licks Blues lyrical content Chord I, IV & V</p>					
Autumn 2	Christmas Music	<p>Select and make use of timbre Use sustaining and developing musical ideas to achieve different effects Analyse how music reflects the contexts in which it is created The major scale</p>	<p>How songs for Christmas are produced Commercial success of Christmas music How imagery is used Music cliches</p>	<ul style="list-style-type: none"> • Performance • Composition • Listening and Appraising • Singing 	<p>Paired/group work, listening to others perform, being an audience</p> <ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms 	<ul style="list-style-type: none"> • Written task • Performance • Composition 	<p>Groupings/independent work Teacher/associate teacher support Use of laptop for written work Equipment provided</p>

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

		Chords I, II, IV & V Christmas song lyrical content Creating atmosphere in music					
Spring 1	Programmatic Music	Use developing musical ideas to achieve the desired effect Make expressive use of the elements of music to create different effects Make improvements to own work and suggest to others Motifs and themes Chromaticism	How music is used in film and media Leit motifs and how themes are created for specific characters	<ul style="list-style-type: none"> • Performance • Composition • Listening and Appraising • Improvising • Call and response 	Paired/group work, listening to others perform, being an audience, <ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms 	<ul style="list-style-type: none"> • Written task • Performance • Composition 	Groupings/independent work Teacher/associate teacher support Use of laptop for written work Equipment provided

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

		Intervals Tension in music					
Spring 2	Music Technology	Understand how music sequencing applications work Understand how to import, edit and arrange loops Understand how to process audio Understand how to structure a piece of music using a sequencer and layering techniques	The sequencing process Digital vs analogue technology in music How music is distributed and marketed Understand how to structure a piece of music using a sequencer and layering techniques Use of fx and processing Panning Reverb/echo Automation	<ul style="list-style-type: none"> • Keyboard skills • Composition • Music sequencing software • Looping • Processing audio • Arranging 	Individual work, peer and self-assessment, insight into contemporary music industry practices <ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms 	<ul style="list-style-type: none"> • GarageBand sequenced composition • Written assessment 	Groupings/independent work Teacher/associate teacher support Use of laptop for written work Equipment provided
Summer 1	Pop Music and Melody	Understand what makes certain	What makes a song 'popular'? What is pop music?	<ul style="list-style-type: none"> • Performance • Composition • Lyric writing • Listening and appraising 	<ul style="list-style-type: none"> • Paired/group work, listening to others perform, being an audience, , social 	<ul style="list-style-type: none"> • Performance • Written work • Written evaluation 	Groupings/independent work Teacher/associate teacher support

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

		<p>song 'popular' Understand the role that melodies play in pop music Understand the role that chord sequences play in pop music Understand the role that lyrics play in pop music</p>	<p>How melody and harmony work together</p> <p>The importance of lyrics</p> <p>Can music be good or bad?</p>		<p>and economic influences on instrumentation and music</p> <ul style="list-style-type: none"> • Written task, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms 		<p>Use of laptop for written work Equipment provided</p>
<p>Summer 2</p>	<p>Musical Futures Project</p>	<p>Select and make expressive use of dynamics and phrasing Make critical judgements about use of musical conventions</p>	<p>Projection and performance</p> <p>The art of stage craft</p> <p>How to develop an on stage persona</p> <p>How to create expression</p>	<ul style="list-style-type: none"> • Performance • Composition • Listening and Appraising • Chord shape and fingering techniques 	<p>Paired/group work, listening to others perform, being an audience, , social and economic influences on instrumentation and music</p> <ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms 	<ul style="list-style-type: none"> • Performance • Written evaluation 	<p>Groupings/independent work Teacher/associate teacher support Use of laptop for written work Equipment provided</p>

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

		Perform from notation Basic and advanced instrumental techniques Band (group) rehearsal and performance skills Performance and stage presence Interpretation in music Stylistic awareness					
--	--	--	--	--	--	--	--