

## Year 8 music curriculum intent statement 2022-2023

Students gain skills and knowledge in 3 areas of music - Performing, Composing and Listening

**Performing:** We aim for all performances to be

- Fluent
- Accurate
- Confident

**Composing:** We aim for students to

- Work together collaboratively
- Explore and create musical ideas, using a variety of musical elements
- Compose in a range of style

**Listening:** We aim for students to

- Recognize the musical elements in any music studied
- Identify key features of musical styles studied
- Use an increasing range of musical vocabulary to accurately describe the music they hear.

### **Year 8 Units:**

Unit 1 – 8 bar melodies with chords

Unit 2 – Christmas Performances

Unit 3 – Space

Unit 4 - Africa

Unit 5 – Guitar

Unit 6 – Samba and Calypso

## Curriculum Unit Overview

### MUSIC Year 8 Unit 1 – 8 bar melodies with chords

What are we learning?	What knowledge, understanding and skills will we gain? <sup>1</sup>	What does mastery look like? <sup>2</sup>	How does this build on prior learning? <sup>3</sup>	What additional resources are available?
<p><b>How to write an 8-bar melody with chords</b></p> <p><b>Key features to include</b></p> <p>Revision of notes in treble clef and basic rhythms</p> <p>Using chords to write an accompaniment</p> <p>Writing own melody and performing on the keyboard</p> <p>Using Sibelius to notate melody</p>	<p><b>Knowledge:</b> Revision on where the notes are placed in treble clef. Notes in chords; Rules to write an 8-bar melody with chords</p> <p><b>Understanding:</b> How to create a successful melody. Understanding how the notes on the staff link with the notes on the keyboard. Understand how melody and chords link together. Understand how to use Sibelius to notate melodies.</p> <p><b>Skills:</b> Working independently; Resilience/Perseverance; Developing performing and composing skills.</p>	<ul style="list-style-type: none"> <li>• Accurate melody written</li> <li>• Able to spot errors in a melody and explaining why</li> <li>• Performing melody accurately (with all correct rhythms)</li> <li>• Demonstrating confidence in performing to the class</li> <li>• Using Sibelius accurately to notate melody</li> <li>• Using wider range of notes to compose</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Improvise and compose</p> <p>2.3 – 3.4 Development of listening skills to apply in practical</p> <p>2.4 – 3.3 Staff and other musical notations</p>	<p>YouTube videos demonstrating notes in the treble clef (and easy way to remember the notes)</p> <p>Department worksheets</p> <p>Sibelius online help guide</p>

**MUSIC Year 8 Unit 2 – Christmas Keyboard Performances**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>4</sup>	What does mastery look like? <sup>5</sup>	How does this build on prior learning? <sup>6</sup>	What additional resources are available?
<p><b>Developing keyboard skills in Christmas performance</b></p> <p><b>Key features to include</b></p> <p>Following the music of all 3 pieces for 2 hands</p> <p>Understanding a wider range of notes used in treble clef</p> <p>Using an extended range of chords</p> <p>Co-ordination of 2 hands working independently</p>	<p><b>Knowledge:</b> A wider range of treble clef notes and where they are placed on the keyboard. Extending knowledge on chords with the notes found in minor chords.</p> <p><b>Understanding:</b> How to follow the music and apply the notes in treble and bass clef to the notes on the keyboard Co-ordination of two hands working independently</p> <p><b>Skills:</b> Working independently; Resilience/Perseverance; Confidence; Developing performing skills.</p>	<ul style="list-style-type: none"> <li>• A fluent performance using the correct fingers on each note</li> <li>• Performing with 2 hands independently</li> <li>• Choosing a suitably difficult piece and not choosing the “easy” option</li> <li>• Demonstrating confidence in performing to others</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p>	<p>Videos available on Teams to show the stages for each piece.</p> <p>Keyboard diagrams with notes to aid learning all the notes on the keyboard</p> <p>A wide range of differentiated performance pieces are available for students who have prior knowledge and experience in keyboard/piano performing. Their focus will be on accurate performances of a suitably challenging piece based on ability.</p>

MUSIC Year 8 Unit 3 – Space

What are we learning?	What knowledge, understanding and skills will we gain? <sup>7</sup>	What does mastery look like? <sup>8</sup>	How does this build on prior learning? <sup>9</sup>	What additional resources are available?
<p><b>How to compose an atmospheric space piece, using specific music techniques</b></p> <p><b>Key features to include</b></p> <p>Using musical elements in a practical way through composition. How changes in pitch, tempo, dynamics, timbre, and texture can create different effects.</p> <p>Understanding and using correctly ostinato; drone, major and minor chords.</p>	<p><b>Knowledge:</b> Definitions of key musical terms. Know how to use the musical elements to create an atmospheric piece of music</p> <p><b>Understanding:</b> Understand how to apply the knowledge and skills into a practical context, by using these in composition. Develop skills in creating a melody.</p> <p><b>Skills:</b> Working collaboratively with others. Resilience; Confidence; Developing composing skills and techniques.</p>	<ul style="list-style-type: none"> <li>• Clear and effective structure to composition</li> <li>• Excellent use of musical elements to create an atmospheric piece</li> <li>• Effective use of timbre for desired effects</li> <li>• Development of musical ideas (rather than relying on repetition)</li> <li>• Correct use of drone, ostinato and chords</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Improvise and compose</p> <p>2.3 – 3.4 Development of listening skills to use in practical (ostinato; drone, chords and other devices)</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>Listening to a range of space related themes and music on YouTube e.g. Holst The Planets and theme music from range of space films</p> <p>Listening to previous student examples</p> <p>BBC Bitesize “How to Compose” resources</p>

**MUSIC Year 8 Unit 4 – Africa**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?<sup>10</sup></b>	<b>What does mastery look like?<sup>11</sup></b>	<b>How does this build on prior learning?<sup>12</sup></b>	<b>What additional resources are available?</b>
<p><b>How to compose an African djembe composition</b></p> <p><b>Key features to include</b></p> <p>Listening to African Music</p> <p>Understanding basic techniques of bass, tone and slap</p> <p>Whole class practical</p> <p>Group practical</p> <p>ABA structure; Unison; Call and Response; Polyrhythms</p>	<p><b>Knowledge:</b> Musical features found in African music. The difference in sound between bass tone and slap and how to create these sounds. Definitions of compositional devices – polyrhythm, unison and call and response.</p> <p><b>Understanding:</b> Apply knowledge in practical context to create the 3 individual sounds. Understand how to structure the composition and use the compositional devices.</p> <p><b>Skills:</b> Working collaboratively with others; Confidence; independently; Resilience/Perseverance; Developing performing and composing skills.</p>	<ul style="list-style-type: none"> <li>• Confident and fluent performance</li> <li>• Demonstrating all 3 drum techniques accurately</li> <li>• Well-structured composition</li> <li>• Evidence of all compositional devices (unison; call and response and polyrhythms)</li> <li>• Effective ensemble</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.2 – 3.2 Improvise and compose</p> <p>2.3 – 3.4 Development of listening skills to use in practical (key features and drumming techniques)</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>YouTube videos demonstrating African ensembles and drumming techniques</p> <p>BBC Bitesize information and videos on Africa</p> <p>GCSE textbook unit on Africa</p> <p>Previous student examples of Africa compositions (audio and video examples)</p>

MUSIC Year 8 Unit 5 – Guitar

What are we learning?	What knowledge, understanding and skills will we gain? <sup>13</sup>	What does mastery look like? <sup>14</sup>	How does this build on prior learning? <sup>15</sup>	What additional resources are available?
<p><b>How to play the guitar</b></p> <p><b>Key features include</b></p> <p>Learning the strings and frets on the guitar</p> <p>How to tune the guitar</p> <p>Knowing where to place your fingers on the guitar for each chord</p> <p>Strumming and picking</p> <p>How to change chords fluently</p>	<p><b>Knowledge:</b> Able to name the different parts of the guitar (strings, frets) and know how to tune the guitar. Know where some chords are placed on the guitar and how to read a guitar chord chart.</p> <p><b>Understanding:</b> Understand how to perform a chord sequence fluently. Understand the difference between strumming chords and using picking techniques and being able to demonstrate this.</p> <p><b>Skills:</b> Working independently; working collaboratively; Confidence; Resilience/Perseverance; Developing performing skills on a new instrument</p>	<ul style="list-style-type: none"> <li>• Clear sounding chords</li> <li>• Able to move between different chords fluently</li> <li>• Can demonstrate strumming and picking</li> <li>• Can perform independently</li> <li>• Can perform as part of an ensemble and stay in time</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.3 – 3.4 Development of listening skills to use in practical (guitar listening)</p> <p>2.4 – 3.3 Staff and other musical notations (guitar chord chart)</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p>	<p>Videos available on Teams to show the stages from each piece.</p> <p>YouTube videos of the performance pieces</p> <p>Guitar chords charts</p>

**MUSIC Year 8 Unit 6 – Samba and Calypso**

What are learning?	What knowledge, understanding and skills will we gain? <sup>16</sup>	What does mastery look like? <sup>17</sup>	How does this build on prior learning? <sup>18</sup>	What additional resources are available?
<p><b>What is the Samba and the Rhumba?</b>  <b>Developing performing skills</b></p> <p><b>Key features include</b></p> <p>Studying Samba music. Learning about the instruments used and the key features of the style</p> <p>Learning about Rhumba. What are the key features of the style and how is this different from Samba?</p> <p>Developing performing skills</p>	<p><b>Knowledge:</b> Knowledge of the key features of Samba and Rhumba music. A wider range of treble clef notes and where they are placed on the keyboard and what it means to play in the correct octave.</p> <p><b>Understanding:</b> How to follow the music for two pieces. Co-ordination of both hands independently on the piano. How to perform in a certain style.</p> <p><b>Skills:</b> Working independently; confidence; Resilience/Perseverance; Developing performing skills.</p>	<ul style="list-style-type: none"> <li>• A fluent performance using the correct fingers for each note</li> <li>• Performing with 2 hands independently, but either adding the bass note, chords or own accompaniment pattern</li> <li>• Demonstrating confidence in performing to others</li> <li>• Choosing a suitably challenging piece and not choosing the “easy” option</li> </ul>	<p>2.1 – 3.1 Performing confidently</p> <p>2.3 – 3.4 Development of listening skills (world music)</p> <p>2.4 – 3.3 Staff and other musical notations</p> <p>2.5 – 3.5 Appreciation and development of listening skills (wide range of styles/composers /musicians and traditions)</p> <p>2.6 – 3.6 History of music understanding</p>	<p>Videos available on Teams to show the 3 stages of each piece.</p> <p>GCSE textbook chapters on Samba and Calypso</p> <p>Samba and Calypso videos on YouTube demonstrating the style of the music</p> <p>A wide range of differentiated performance pieces are available for students who have prior knowledge and experience in keyboard/piano performing.</p>