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| **Year 8 Curriculum Overview [2023-2024]** **Subject Music** |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT1** | Rhythmic Devices through stomp | * What is rhythm
* What a device is.
* Examples of rhythmic devices
* Timing and pulse
* .
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | TeamworkCreativity | -Ensemble Rhythm Performance using rhythmic devices and rhythmic notation. |
|  | Rhythmic notation | * Rhythmic Notation
* Sonority & Timbre
* Drum notation
* Composing using drum notation for specific instrument
* Linking rhythmic notation to rhythm devices
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Problem solving |  |
| **HT2** | Performing and composing hooks and riffs | * What are hooks and riffs
* Why are they important to pop music?
* Composing your own riffs
* To understand the difference between hooks and riffs.
* What musical features makes a riff catchy.
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Presentation skillsCreativity. | Performance of famous hooks/riffsComposing your own riff. |
| **Year 8 Curriculum Overview [2023-2024]** **Subject Music** |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT3**  | Blues Music features | * Origins of the blues
* how a chord is created.
* Swing rhythm
* Walking bass
* How to improvise
* Blues scales
* Melodic structure of blues
* Playing from notation
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Critical ListeningCooperationSelf Confidence | Performing a blues arrangement. |
| **HT4** | How to create an authentic African drumming performance | * Context of African Music in African Culture
* Cyclic rhythms
* Polyrhythms
* Call and Response
* Syncopation
* Creating various textures effectively.
* Composing rhythms using words and syllables
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | PlanningTeamwork | Performing an African rhythm composition |
| **Year 8 Curriculum Overview [2023-2024]** **Subject Music** |
| **Summer** **Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT 5** | To create an authentic samba performance | * Samba’s context and history in Brazil.
* Use of polyrhythm in samba.
* What Samba batucada is.
* On beat and off beat rhythms.
* Ostinatos
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | ConfidenceListening skills | Creating a Samba composition to perform. |
| **HT 6** | To perform an accurate minimalism piece using minimalism techniques | * Minimalism context both in and outside music
* Minimalism being the development of simple ideas.
* Use of rests
* Motifs
* Metamorphosis
 | Do Now taskMusic appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Presenting skillsCreativityDecision Making | To perform a minimalism arrangement |