

Curriculum Map Year 8 Music

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Piano chords</i>	<i>Autumn HT1 & HT2</i>	<p>Listening: Develop the technical ability to identify the use of musical elements</p> <p>Performance- keyboard:</p> <ul style="list-style-type: none"> Expand the rhythmic scope of melodies on keyboard instruments, following staff notation written on one stave or two staves. Use notes within a range that includes a change of hand position and an optional left-hand part. Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement. 	<i>Building on pupils' keyboard skills developed through the Y7 instrumental scheme, as well as during the folk music topic</i>	<p><i>Students will be tasked with applying their knowledge of piano chords to the song-writing topic</i></p> <p><i>Piano chords also reiterated in the music for dance topic when studying waltzes (left, right, right piano movement)</i></p> <p><i>Piano chords will be used throughout all song-writing composition tasks, as well as melody/accompaniment composition tasks</i></p>
<i>Song writing</i>	<i>Spring HT3 & HT4</i>	<p>Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Sing chordal harmony in two or three parts, transposing music according to the needs of the class.</p> <p>Listening: Develop the technical ability to identify the use of musical elements</p> <p>Composition: Develop understanding of composition through song-writing:</p> <ul style="list-style-type: none"> Play chord sequences from familiar songs with rhythmic vitality. Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor. Compose simple bass lines using the root note of each chord. Create rhythmic accompaniment to support chord sequences. Compose melodic lines, shaped by lyrics and/or harmonic intention 	<p><i>Building on pupils' composition skills developed throughout Junior School & Y7, e.g. during the programme music topic</i></p> <p><i>Students will utilise their understanding of piano chords in order to compose their harmonies first, before adding in melodic lines (as is appropriate)</i></p> <p><i>Understanding of staff notation will be developed from Y7, e.g. during the folk music topic</i></p>	<p><i>Song-writing skills will be developed in Y9, e.g. during the Band project: original songs topic, as well as when composing, using staff notation, as part of the GCSE Music course and as part of Level 3, Unit 1, Practical Music Theory and Harmony</i></p>
<i>World music: African drumming/ Reggae music</i>	<i>Summer HT5 & HT6</i>	<p>African drumming:</p> <p>Listening: Develop the technical ability to identify the use of musical elements Develop understanding of the meaning and purpose of music being listened to/ played</p> <p>Composition: Develop understanding of composition through improvisation. Experiment with the use of sound and silence as well as anticipated and unexpected musical moments.</p> <p>Performance: Broaden improvisation skills</p> <p>Reggae/ world music styles:</p> <p>Singing: Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.</p> <p>Performance- keyboard:</p> <ul style="list-style-type: none"> Expand the rhythmic scope of melodies on keyboard instruments, following staff notation written on one stave or two staves. 	<p><i>Building on students' understanding of world music styles, as well as their understanding of the meaning & purpose of music in society (developed, for example, during the folk music topic in Y7 & world music topic in Y8)</i></p> <p><i>Composition skills in a certain style developed throughout Y7/8</i></p> <p><i>Improvisation skills developed when composing, e.g. during the programme music topic</i></p> <p><i>Building on students' understanding of the elements of music developed throughout Junior School music sessions & KS3 topics</i></p> <p><i>Further enhancing students' keyboard abilities developed throughout Y7 and 8, e.g. during the piano chords topic</i></p>	<p><i>Knowledge of common musical features, & how to explain how they're representative of a certain style, will be developed when studying the GCSE Music set works.</i></p> <p><i>Improvisation/ rhythmic complexity to be developed throughout composition/ creating musical ideas topics, as well as performance sessions</i></p> <p><i>Students' ability to perform in a stylistically appropriate manner, representative of a certain style, such as reggae, will be developed at KS5, throughout the Unit 3, Ensemble Music Performance unit</i></p>

		<ul style="list-style-type: none">• Use notes within a range that includes a change of hand position and an optional left-hand part.• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.	<i>Rhythmic complexity to be developed from the rap scheme in Y7</i>	
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