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| CURRICULUM MAP – YR8 – Music  2021/22 |  |  |  |  |  |  |  | **HT1 – HT6**  **EOY Assessment Point** |
| **HT6: Pop Music & Performance Skills** | **Key Stage 3 National Curriculum Aims**  ▪ Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression  ▪Learn to compose music and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions  ▪ Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions  ▪ Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices  ▪listen with increasing discrimination to a wide range of music from great composers and musicians  ▪ Develop a deepening understanding of the music that they perform and to which they listen, and its history.  **Final Assessment:**  Pupils will be given an overall assessment of the year based on their performance in each topic, their written responses to theoretical questions and their ability to use the correct musical terminology. |
| **HT5: 4 chord songs + Ukulele skills** | **Overarching unit intent:**  **To explore the different Pop genres through performance, the use of ICT software and instruments.**  **Develop grade 1-2 theory knowledge**  **Pupils will further develop their performance and musical skills by playing a variety of modern songs or pieces, demonstrating knowledge of the strophic form and the key characteristics to the chosen popular genres.**  **Increase ability to read staff notation appropriately and accurately in a range of styles of popular music**  **Develop musicality and become a more sophisticated musician.**  **Develop listening and performance skills.**  **Key Vocabulary:**  **Strophic form; Melody & Accomp.; Balance; Chord progressions; Lead vox; backing vox; Sequence; Imitation; Repetition; Range of voices; Homophonic texture; Strong pulse; Hooks and riffs; Rhythmic hook; Melodic hook; Timbre.**  **Interleaving skills:**  **Reading music notation, performance skills.**  **Careers:**  **Online ukulele v-blogger** |
| **HT4: Musical Styles 2** | **HT3 and HT4**  **(with elements of HT1 and HT2)**  **Assessment Point:**  **Summative or AFL** | **Overarching unit intent:**  **To gain an understanding of how to write a well-structured chord progression using basic cadences (Perfect and imperfect) and learn how to write an effective melody and lyrics.**  **Pupils will need to understand pop song structure (strophic form) and the importance of the use of Hooks & Riffs within a song.**  **Pupils will create their own song or composition using the musical elements and “melody & accompaniment” texture.**  **Pupils will increase their ability to read staff notation appropriately and accurately in a range of styles, genres and traditions of ukulele music.**  **Key Vocabulary:**  **Hooks & Riffs; Chord progression; Perfect and imperfect cadence; Roman numerals; Strophic form; Melody & Accomp. Texture; Dynamics; Tonality; Harmony; Texture; Timbre.**  **Interleaving skills:**  **Recognising chords and performance skills** |
| **HT3: Musical Styles 1** | **Overarching unit intent:**  **Pupils will explore a variety of styles through listening, performance and composition activities and demonstrate a good understanding of key vocabulary when appraising the music.**  **Pupils will perform within different styles of music using a variety of instruments (Keyboard, ukulele and percussion)**  **Bhangra; Pop; Musical Theatre.**  **Become a more sophisticated musician**  **Develop listening skills**  **Understand historical and cultural development of**  **each style.**  **Key Vocabulary:**  **Bhangra: 4/4 triplet feel; Conjunct melodies; melismatic melodies; Microtones; Punjabi lyrics with small range of vocals; Simple Harmonies; Call & Response; Chaal rhythm; fast dance tempo; accent 1st beat of the bar/ downbeat; Sitar solo; dhol instrument; Hoi shouts! Riffs.**  **Pop: Hook; Song structure (strophic); Lyrical content (Love, Heart-break, money etc..) Melody & accomp. Texture; Chord progression; Good rhythm; Catchy melody.**  **Musical Theatre: Duet / Solo / Ensemble / Chorus; Elements: song, dance; spoken dialogue; orchestra; Plot; Libretto; Character song; Comedy songs; Production numbers; rhythm songs; 32 bar song form; Belt voice; chest voice.** | **Assessment Programme:**  Weekly class performances throughout the topic  to assess  Key Vocabulary written down to aid future retrieval  Independent / partner and class work  **Formative Assessment of pupil progress each lesson:**  These will be a mixture of teacher, peer and self-assessments    **Key disciplinary knowledge**  Summative assessments take place once per term, assessing a different strand of the criteria:  **Performing Music**  **Technical control / Accuracy and fluency; Performing with dynamics and expression.**  **Teamwork;**  **Aural memory;**  **Pitching**  **Level of expression and Interpretation of the music, showing an assured sense of style and attention to detail.**  **The ability to work effectively within an ensemble - Being in time with others.**  **Social & Emotional aspects of learning**  **Critical analysis and evaluations of performances**  Composing Music  Demonstrating a creative, perceptive and insightful selection and use of elements, showing appropriate links to the intentions for the music, including the suggested audience/occasion.  Whether the composition sounds finished with secure technical and expressive control throughout.  **Understanding Music (Listening & Appraisal)**  **Recording and Investigating different sounds**  **Ability to describe and compare musical features in listening tasks, using appropriate vocabulary.**  **Reflection & Understanding**  **Ability to explore the contexts, origins and traditions of different musical styles with a secure understanding of treble and bass clef notation.**  **Ability to evaluate the success of their work and set realistic targets for refinement.**  **Listening intently to others while you are performing within an ensemble** |
| **HT2: Form & Devices – Composition from a given brief** | ***HT1 & HT2***  **Assessment Point:**  **Summative or AFL** | **Overarching unit intent:**  **Pupils will explore a variety of styles through listening, performance and composition activities and demonstrate a good understanding of key vocabulary, compositional devices and characteristics when appraising the music.**  **Pupils will perform within different styles of music using a variety of instruments (Keyboard, ukulele and percussion)**  **Reggae / Rock / Sea Shanty.**  **Key Vocabulary:**  **Reggae: Guitar, bass, drum, brass line up; amplified bass riff; Rastafarianism; 4/4 simple time with emphasis on 2 and 4; repeated off-beat** **quavers; relaxed rhythms; political lyrics; simple chord progressions; verse and chorus form.**  **Rock: defined by rhythm; 4/4 time; loud, amplified sounds; electric guitar presence; relatable lyrics; Vocals with political lyrics.**  **Sea Shanty: Work songs; Steady pulse; Short drag shanty; Halyard shanty; Capstan Shanty; Driving drum beat; Timbre.**  **Interleaving skills:**  **Recognising musical elements, Performance and composition skills**  **Careers:**  **West-end performer, ensemble performer** |
| **HT1: BLUES** | **Overarching unit intent:**  **An insight into composing music for a commissioned special event and develop an understanding of how the different musical elements will assist in the process.**  **Pupils are to create a well-structured composition based upon a given brief. Pupils can use pictures as a stimulus for inspiration to their composition.**  **Themes could be “Atmospheric;** **Thematic; Festive; Event Music etc…” or based on a given rhythm or melodic hook.**  **Develop musicality**  **Develop personal compositional style using ICT and the understanding of compositional devices**  **Develop an understanding of musical structures, styles, genres and musical elements.**  **Increase ability to read staff notation appropriately and accurately**  **Key Vocabulary:**  **Theme & Variation form; Repetition; Thematic; Rondo Form; Impactful music; Why and how it has an impact? Timbre; Texture; Dynamics; Tempo (all elements)**  **Interleaving skills:**  **Composition skills**  **Careers:**  **Composer for TV or video games.** | **Assessment Programme:**  Weekly class performances throughout the topic  to assess  Key Vocabulary written down to aid future retrieval  Independent / partner and class work  **Formative Assessment of pupil progress each lesson:**  These will be a mixture of teacher, peer and self-assessments    **Key disciplinary knowledge**  Summative assessments take place once per term, assessing a different strand of the criteria:  **Performing Music**  **Technical control / Accuracy and fluency; Performing with dynamics and expression.**  **Teamwork;**  **Aural memory;**  **Pitching**  **Level of expression and Interpretation of the music, showing an assured sense of style and attention to detail.**  **The ability to work effectively within an ensemble - Being in time with others.**  **Social & Emotional aspects of learning**  **Critical analysis and evaluations of performances**  Composing Music  Demonstrating a creative, perceptive and insightful selection and use of elements, showing appropriate links to the intentions for the music, including the suggested audience/occasion.  Whether the composition sounds finished with secure technical and expressive control throughout.  **Understanding Music (Listening & Appraisal)**  **Recording and Investigating different sounds**  **Ability to describe and compare musical features in listening tasks, using appropriate vocabulary.**  **Reflection & Understanding**  **Ability to explore the contexts, origins and traditions of different musical styles with a secure understanding of treble and bass clef notation.**  **Ability to evaluate the success of their work and set realistic targets for refinement.**  **Listening intently to others while you are performing within an ensemble** |
| **Overarching unit intent:**  **Explore & understand historical and cultural development** **of Blues Music,** **exploring instrumentation, structure, improvisation and musical devices.**  **Pupils will explore Blues performance and improvisation and demonstrate an understanding of the key vocabulary through listening activities.**  **By the end of the unit, pupils should be able to play a 12-bar blues progression, a walking bass line and be able to improvise using notes from the blues scale.**  **Key Vocabulary:**  **12 Bar Blues; Chord Progression; Call & Response; Improvisation; Walking Bass; Boogie-Woogie; Blue Notes; Swing Rhythms; Syncopation; Regular and irregular metre; Stab chords; 2, 3 and 4 part textures; Blues lyrics.**  **Interleaving skills:**  **Performance skills** |