

## Year 8 Curriculum Overview Plan: Music

<b>Sequence 1</b> Just Play - Chords in various keys.	<b>Sequence 2</b> Composing - riffs, chord sequences and melody. <b>(COVID-19 Recovery SCHEME OF WORK)</b>	<b>Sequence 3</b> Film Music SOLO PERFORMANCE	<b>Sequence 4</b> World Music. Composing in different genres.	<b>Sequence 5</b> Sequencing music – v2
<p><b>Key Theme:</b> Students learn how to sing, play keyboard and guitar. The class will learn a range of chords and rhythms during this SCHEME OF WORK in various keys.</p> <p><b>Instrumental Technique</b> Recapping year 7 chords. Open guitar chords. Key signatures in G on the keyboard.</p>	<p><b>Key Theme:</b> The project focuses on compositional devices used within pop songs. <b>Students have missed all their composition topics therefore we have created this SCHEME OF WORK especially for the year.</b></p> <p><b>Instrumental Technique</b> Keyboard: 2 hands together performing bass line and melody. Guitar – using open chords from the last unit.</p>	<p><b>Key Theme:</b> Students will develop their solo performance skills through Film and Musical Film music.</p> <p><b>Instrumental Technique</b> Keyboard: Correct finger position, 2 hands together (bass or chords), reading the notes on the treble clef, moving between hand positions.</p>	<p><b>Key Theme:</b> Reggae/African Drumming/Music from India.</p> <p><b>Instrumental Technique</b> Consolidation of African Drumming technique from year 7.</p>	<p><b>Key Theme:</b> This project builds on year 8, unit 2 film music by composing using musical devices such as chromatic, dissonance and syncopation.</p> <p><b>Instrumental Technique</b> Sequencing. Editing audio. Using effects.</p>

<p><b>Vocal Work</b> Continuing performing solo/unison melodic lines.</p> <p><b>Listening</b> Halo – Beyoncé Tainted Love – Soft Cell</p> <p><b>N.C 1,3</b></p>	<p><b>N.C 2,4,5</b></p>	<p>Guitar – fluent TAB melody over numerous strings.</p> <p><b>Vocal Work</b> Rebuild confidence in singing unison. Vocalising assessment pieces.</p> <p><b>Year 9 – Vocal Work –</b> Solo performance, expression, diction, pitching.</p> <p><b>Listening</b> Greatest Showman- Million Dreams.</p> <p><b>N.C 1,3,4,5,</b></p>	<p>Syncopated chords, bubble organ and ska stroke. Improvising using scales/rag.</p> <p><b>Vocal Work</b> Call &amp; Response Improvisation 4 part pieces.</p> <p><b>Listening</b> African Drumming – Trad. Reggae – Bob Marley (3 Little Birds). Rag – Ravi Shankar</p> <p><b>N.C 1,2,3,4,5,6</b></p>	<p><b>Vocal Work</b> Working with different textures.</p> <p><b>Listening</b> A range of Trap, Dubstep and Techno music.</p> <p><b>N.C 2,3,4,5,6</b></p>
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<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Perform major triads in a range of keys on both keyboard and guitar. Start to understand how to compose a chord sequence.</p> <p><b>Links to Prior Learning:</b> This unit links directly to the chord unit in year 7 (unit 3)</p> <p><b>Key Assessment Pieces:</b> 1) Guitar or keyboard record demonstrating chords/riffs. 2) Google forms chord quiz 2.</p>	<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Learning how use bandlab to compose a piece of music featuring 4 bar phrases, bass lines, drum-beats and triadic melody.</p> <p><b>Links to Prior Learning:</b> Chord and melody knowledge, Instruments and their effects, U4/5 - Structuring compositions. Treble Clef</p> <p>Students may have used chords in the keyboard unit. Introduction of riffs.</p> <p><b>Key Assessment Pieces:</b> 1) Chord and melody composition on bandlab.</p>	<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Understand the terms leitmotif and theme. Be able to describe or explain how certain musical devices create certain effects. Improve solo performance skills.</p> <p><b>Links to Prior Learning:</b> Link to the instruments of the orchestra and recap of treble clef and bass clef notation.</p> <p><b>Key Assessment Pieces:</b> 1) Solo Performance on a chosen instrument.</p>	<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Compose using musical devices associated with specific genres.</p> <p><b>Links to Prior Learning:</b> Following on from music of China students now study a wide range of world music.</p> <p><b>Key Assessment Pieces:</b> 1) Portfolio of compositions. 2) Listening quiz.</p>	<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Understand the various ways in which music is used within a range of computer and video games from different times.</p> <p><b>Links to Prior Learning:</b> This unit links to unit 2 film music.</p> <p><b>Key Assessment Pieces:</b> 1) Composition using bandlab. 2) End of unit listening quiz.</p>
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<p><b>Tier 3 Vocabulary Vault:</b> Chords, warm-ups, breathing techniques, rests, 1,2 and 4 beat notes, crotchet, minim, semi-breve, key signature. (Keyword knowledge depends on the class ability)</p> <p><b>Reading Exposure:</b> Exam questions. Reading rhythms. Reading notation.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b>  Recapping unit 1 and 2 knowledge. Linking learning to prior units. Use of songs with similar chord sequences.</p>	<p>2) Listening to pop songs.</p> <p><b>Tier 3 Vocabulary Vault:</b> VERSE CHORUS STRUCTURE, PERFORMANCE SKILLS, HOOK, RIFF, CHORD STRUCTURES, MELODY, COMPOSITION, BASS CLEF.</p> <p><b>Reading Exposure:</b> Pop song context. Composer biographies.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Embedding knowledge from unit 1 by composing a piece of music using chords.</p>	<p><b>Tier 3 Vocabulary Vault:</b>  Keywords associated with dynamics, tempo, expression. Keywords associated with accuracy and technical performance</p> <p><b>Reading Exposure:</b> Film Music composer context.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Low stakes bass clef and treble clef quiz. Solo performance mock rehearsal.</p>	<p><b>Tier 3 Vocabulary Vault:</b> POLYPHONIC RHYTHMS, SKANKING, RAGA INDIAN, GAT, STRUCTURE, IMPROVISATION.</p> <p><b>Reading Exposure:</b> Traditions context. Instruments. Research.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> DO IT NOWs Low stakes quizzes and performances.</p>	<p><b>Tier 3 Vocabulary Vault:</b> Dissonance Consonance Theme Leitmotif Harmony</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Access to G.C at home. Access to bandlab at home.</p>
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<p>Building upon these chords. Using these chords in different ways through composition tasks.</p>				
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