

Year 8 SUBJECT Curriculum Map MUSIC

	Autumn Term	Spring Term	Summer Term
Unit Length	Keyboard 1 (Duet): 5 weeks Keyboard 2 (Duet extension): 6 weeks	Computer Game Music (Exploration): 5 weeks Computer Game Music (Composition): 6 weeks	Guitar development (Performance project): 10 weeks
Links to the National curriculum/Assessment Objectives	OCR GCSE Music AO1: perform with technical control, expression and interpretation AO2: compose and develop musical ideas with technical control and coherence AO3: demonstrate and apply musical knowledge AO4: use appraising skills to make evaluative and critical judgements about music		
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Keyboard 1 Overview Students recall basic keyboard skills including finger positions and a C major scale (link to NC). Pupils learn about tonality (major/minor) and learn a riff (repeating pattern.) Chord exploration with LH and RH parts. Performance task differentiated with three levels of difficulty for assessment. Links to a minimalism style (20th century).</p> <p>Keyboard 2 Overview Pupils build on the original duet, again differentiated with three levels of difficulty. Learn difference between block and broken chord patterns. Pupils can extend this by composing their own and improvising around major/minor scales and decoration.</p>	<p>Computer Game Music Overview Students begin with practical exploration of fundamentals (riffs, repetition, chord progression, accidentals) as well as aural skills and application to listening extracts. An introduction to basic notation/durations using staff notation. Lessons begin with rhythmic warm ups to refine understanding.</p>	<p>Guitar Overview Students recall layout of guitar and improvise around the strings using call and response with others. Students apply understanding of TAB notation and apply to warm up riffs before applying to a rockschool pieces. They learn to play in time with a backing track as would be expected at GCSE. Links to a Rock genre (1970s).</p>
Related Concepts (that are revisited)	Improvise and compose music (using major/minor scales, chord progressions, decoration) Staff notation to be revisited throughout KS3 and KS4	*Dependent on music provision at primary school: Using clapping through rhythmic and melodic warm ups and starters. Whole class instrumental tuition (WCIT) from KS2 Play and perform in solo and ensemble contexts Staff notation to be revisited throughout KS3 and KS4	Riff (repeating pattern) in warm up from keyboard Pitch (higher/lower), tonality (major/minor) etc through aural starters TAB notation to be revisited throughout KS3 and KS4
Skills being taught	AO1/NC link play and perform strand: performance using staff notation AO2/NC link improvise and compose strand: developing musical ideas by structuring a performance of riff and variations. Composing through own variation.	AO3 and AO4/NC link listening strand: baseline test (e.g. aural recognition of pitch, rhythm, melody, instruments, identifying staff notation, keywords, application to listening extracts) AO1/NC link play and perform strand: performance using staff notation	AO1/NC link play and perform strand: performance using TAB notation
	AC1/AC2: Performance/Recall written exam/listening exam (as GCSE)	AC3/AC4: Performance/Recall written exam/listening exam (as GCSE)	AC5: Performance/Recall written exam/listening exam (as GCSE)

Milestone assessments	All KS3 topics to include a formal listening assessment for each AC, in line with KS4 (AO3 and AO4)		
Wider reading	<p>Listening diary: Piano riffs: https://www.youtube.com/watch?v=R-HOX40vSGg Einaudi Le Onde (broken pattern) https://www.youtube.com/watch?v=EmStlUk8dKE&index=3&list=PLOC4FF62311B51D8C Einaudi: I Giorni https://www.youtube.com/watch?v=Uffjii1hXzU&list=PLOC4FF62311B51D8C&index=8 Phillp Glass: Glassworks https://www.youtube.com/watch?v=IFfcAkNmIgo</p>	<p>Listening diary: Carnival music: http://www.youtube.com/watch?v=CUykUihaHYM&feature=related John Williams: Indiana Jones theme https://www.youtube.com/watch?v=U519RdznMA John Williams: Star Wars https://www.youtube.com/watch?v=dydhnAi0A3E Aaron Copeland: Fanfare for the Common Man https://www.youtube.com/watch?v=HKgk6G0IekQ Plus listening assessment tracks</p>	<p>Listening diary: Highway to Hell https://www.youtube.com/watch?v=8B0PJkS0iyk Stairway to Heaven https://www.youtube.com/watch?v=RCOdXYoC_bo Another Dime (upload to pupil drive)</p>
Literacy programme	Scale, tonality, major, minor, riff, fluency, block/broken chord/pattern, syncopated, structure	Pulse/beat, rhythm, ostinato, polyrhythm, march, waltz, times signature, bar, bar line, conducting.	Guitar parts: head, tuning pegs, neck, fingerboard, fret, body, soundhole, string, TAB, fluency
Homework	<p>Knowledge Organiser (note values and pitches, keywords, keyboard keywords, staff notation, riff and variation notation, composers/artists: Einaudi, Philip Glass, listening diary) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>	<p>Knowledge Organiser (basic notation) keywords, note values and pitches, basic analysis keywords, composers: John Williams, listening diary) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>	<p>Knowledge Organiser (note values and pitches, keywords, guitar keywords, TAB notation, Another Dime TAB, composers/artists: ACDC, Led Zeppelin listening diary) EBI LQs after assessments for .com with green pen 3 x HL per half term (once a fortnight)</p>
Oak Academy Mapping	<p>Performing pulse and rhythms in a structure This lesson includes an introduction to rhythm notation, including crotchets, quavers and their equivalent rests. You will explore how to perform and build rhythms before performing and composing your own rhythm grids. https://classroom.thenational.academy/lessons/performing-pulse-and-rhythms-in-a-structure-6rup6r Exploring basic beatboxing sonorities: Performing a structured piece</p>	<p>What is the role of chords? In this lesson you will learn all about chords and their role in a piece of music. You will learn how to construct a triad, the difference between major and minor chords, and how to play Am and Em chords on a variety of instruments. Finally, you will be able to show off what you have learned by playing along to a backing track. https://classroom.thenational.academy/lessons/what-is-the-role-of-chords-c9hk6c Which are the most useful chords?</p>	<p>How can we play in a virtual band? In this lesson, you will consolidate your learning so far by creating two contrasting chord progressions. You will learn how to input these into a DAW (Digital Audio Workstation) and compose other parts to play in your virtual band. https://classroom.thenational.academy/lessons/how-can-we-play-in-a-virtual-band-69jp8e How are pop songs constructed? In this lesson, you will learn all about the different sections in a song structure. You will</p>

This lesson includes a basic introduction to beatboxing, exploring the bass, hi-hat and snare sounds in different patterns. The lesson also explores how compositions and performances can be structured.

<https://classroom.thenational.academy/lessons/exploring-basic-beatboxing-sonorities-performing-a-structured-piece-c5j3gd>

To explore the ability of the voice

This lesson explores the vocal range from soprano to bass. You will learn how to sing part of an a cappella song and perform it with a body percussion accompaniment.

<https://classroom.thenational.academy/lessons/to-explore-the-ability-of-the-voice-c9jp2r>

To understand how to communicate the meaning of a song effectively

In this lesson, you will explore how to communicate a song using a variety of expression, including dynamics and articulation. You will also compose your own verse and perform your version of an acapella song with body percussion accompaniment.

<https://classroom.thenational.academy/lessons/to-understand-how-to-communicate-the-meaning-of-a-song-effectively-70uk8e>

To explore more advanced body percussion techniques

In this lesson, you will explore how to create lots of different body percussion sounds, and

In this lesson you will learn about primary chords and how these can be used to harmonise melodies. You will explore how to play chords in syncopated rhythms, and learn how to harmonise your own melody.

<https://classroom.thenational.academy/lessons/which-are-the-most-useful-chords-6cupcr>

How can secondary chords be introduced in an accompaniment?

In this lesson you will learn about the secondary chords and how these can be used to add interest to chord progressions. You will learn how to create your own chord progression and explore how to make it more rhythmically exciting.

<https://classroom.thenational.academy/lessons/how-can-secondary-chords-be-introduced-in-an-accompaniment-cgrk6r>

To be able to identify musical contrast in a song, and understand how a musical group communicates and balances the sound

In this lesson, you will learn all about how members of a band play in time together, and how they can pull off a great performance. You will learn about balance, why it is important, and how musicians address balance in performances and recordings. You will explore how to fix balance issues yourself using a DAW.

<https://classroom.thenational.academy/lessons/to-be-able-to-identify-musical->

learn how to play a complete pop song, and then structure your own pop song in a digital audio workstation.

<https://classroom.thenational.academy/lessons/how-are-pop-songs-constructed-64ukct>

Performing popular music drum patterns

In this lesson, you will explore the different parts of the drum kit, and five of the most important drum patterns in popular music. You will learn how to identify these patterns by ear and play them on a home-made drum kit.

<https://classroom.thenational.academy/lessons/performing-popular-music-drum-patterns-6hjk8t>

To explore how popular music drum patterns communicate a style, and understand how and why the band set-up has changed

In this lesson, you will learn how and why the band set-up has changed since the 1950s. You will explore how to create your own band set-up on a DAW and learn how to create an appropriate drum beat for your 'band'.

<https://classroom.thenational.academy/lessons/to-explore-how-popular-music-drum-patterns-communicate-a-style-and-understand-how-and-why-the-band-set-up-has-changed-c9k3jt>

compose and perform your own body percussion section.
<https://classroom.thenational.academy/lessons/to-explore-more-advanced-body-percussion-techniques-cgrp4c>

[To explore how the composer Anna Meredith uses body percussion](#)

This lesson explores how the composer Anna Meredith uses the body as an instrument. You will create your own body percussion composition and explore a variety of ways to perform it.

<https://classroom.thenational.academy/lessons/to-explore-how-the-composer-anna-meredith-uses-body-percussion-cdjk8e>

[To review how rhythms are notated, and how the body can be used as a musical instrument](#)

In this lesson, you will recap basic rhythm notation and a 4/4 time signature. You will compose a body percussion piece which includes an intro, body groove, vocal groove and outro.

<https://classroom.thenational.academy/lessons/to-review-how-rhythms-are-notated-and-how-the-body-can-be-used-as-a-musical-instrument-65h66c>

[Creating a structured rhythm-focused composition: Exploring repetition and contrast](#)

This lesson explores how to create a structured composition, develop rhythms using repetition, ostinato and contrast. It also

[contrast-in-a-song-and-understand-how-a-musical-group-communicates-and-balances-the-sound-6wup8r](#)

[Understanding chord inversions: Composing a successful 4-chord chord progression](#)

In this lesson, you will learn all about inversions - how and why do we play the pitches of a chord in a different order. You will explore voice leading and the importance of moving smoothly between chords, and this will culminate in you crafting a chord sequence with inversions and excellent voice leading.

<https://classroom.thenational.academy/lessons/understanding-chord-inversions-composing-a-successful-4-chord-chord-progression-crvkgt>

[To understand how to add interest and contrast to a chord sequence](#)

In this lesson, you will learn how to add interest to a chord sequence through the use of extended chords, varying rhythms and accompaniment patterns. You will put this into practice on a DAW (digital audio workstation).

<https://classroom.thenational.academy/lessons/to-understand-how-to-add-interest-and-contrast-to-a-chord-sequence-6hgp4e>

[To be able to identify musical contrast in a song, and understand how a musical group communicates and balances the sound](#)

In this lesson, you will learn all about how members of a band play in time together, and how they can pull off a great performance. You will learn about balance, why it is important, and how musicians address balance in performances and recordings. You will explore how to fix balance issues yourself using a DAW.

<https://classroom.thenational.academy/lessons/to-be-able-to-identify-musical-contrast-in-a-song-and-understand-how-a-musical-group-communicates-and-balances-the-sound-6wup8r>

teaches key notation: semiquavers, minims and semibreves.

<https://classroom.thenational.academy/lessons/creating-a-structured-rhythm-focused-composition-exploring-repetition-and-contrast-6cu62t>

[To understand how to develop rhythmic ideas](#)

This lesson explores how you can develop musical ideas and structure them into a rhythmic composition. It also teaches dotted rhythms.

<https://classroom.thenational.academy/lessons/to-understand-how-to-develop-rhythmic-ideas-6cwk4r>

[Layering rhythmic ideas: Exploring metre](#)

This lesson explores ostinatos, layering of musical ideas, polyrhythms and more complex time signatures.

<https://classroom.thenational.academy/lessons/layering-rhythmic-ideas-exploring-metre-6ct36r>