

Year 8 Curriculum Overview [2022-2023]

Subject – Music

Term	Knowledge & Understanding			Literacy Skills [Tier 3 vocabulary]	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & scheme sequencing]	Formal Retrieval [if any]			
HT1	<p>Topic: Film Music – <i>He’s a Pirate – Pirates of the Caribbean</i></p> <p style="color: green;">Melody</p> <p style="color: blue;">Texture</p>	<ul style="list-style-type: none"> ✓ To look at the role music plays within a film ✓ To explore the characteristics of film music & the history associated with this style (silent films) ✓ Look at the specific compositional characteristics that composers implement within modern symphonic film music ✓ Perform a Leitmotif/Theme from a famous film 	<p>Chord Recognition: Major, Minor & Cluster (aural)</p> <p>Texture Recognition (aural)</p>	<p>Texture: Octaves, Unison, Imitation</p> <p>Dynamics: Crescendo, Diminuendo</p> <p>Leitmotif</p> <p>Ostinato</p> <p>Pedal Note</p> <p>Diegetic & Non-diegetic</p> <p>Incidental Music</p> <p>Sonority</p>	<p>Transferable Skills</p> <p>Adaptability</p> <p>Music Careers</p> <p>Film Scorer</p> <p>Arranger</p> <p>Concert Promoter</p>	<p>Assessment point 1</p> <p>Technical development assessment based around a piano/keyboard performance of ‘<i>He’s a Pirate</i>’</p> <p>What comes next →</p> <p>Continuation of Film Music topic looking at sequencing a piece of incidental music</p>
HT2	<p>Topic: Film Music – Sequencing ‘Hot Fuzz’ Scene</p> <p>Instrumentation (sonority)</p> <p style="color: orange;">Structure</p> <p style="color: purple;">Dynamics</p>	<ul style="list-style-type: none"> ✓ To have a basic understanding of how film music is composed (musical elements) ✓ To explore different types of composition (traditional/computer based DAW) ✓ Learn how to navigate and use a DAW ✓ Re-introduce class to incidental music ✓ Compose music that fits behind a specified clip (incidental) from a film (Hot Fuzz Scene) 	<p>Rhythmic Dictation</p> <p>Treble Clef Pitch Recognition</p>	<p>Structure: Through-Composed, Improvisation</p> <p>Loop</p> <p>Sample</p> <p>MIDI & Audio (FX)</p> <p>Consonant & Dissonance</p> <p>Hit Point</p> <p>Chords: Major, Minor, Cluster</p>	<p>Transferable Skills</p> <p>Problem Solving</p> <p>Music Careers</p> <p>Producer</p> <p>Arranger</p> <p>Music Critic</p>	<p>Assessment point 2</p> <p>Compositional application assessment based around creating a piece of incidental music using a DAW</p> <p>What comes next →</p> <p>Music of Beethoven with a focus on melodic and harmonic intervals</p>

<p>HT3</p>	<p><u>Topic: The Music of Beethoven – Fur Elise</u></p> <p>Melody</p> <p>Harmony</p>	<ul style="list-style-type: none"> ✓ To be able to identify the tonality of a piece of music ✓ To understand how melodic and harmonic intervals are used within musical composition ✓ To be able to identify melodic intervals aurally ✓ Exploring tonality in music - Identifying the difference between major, minor and atonal tonalities ✓ Looking at harmonisation and the impact it has on melodic parts ✓ Exploring the life of Beethoven and the 1st Viennese School (Beethoven/Mozart/Haydn) 	<p>Melodic Interval Recognition (aural)</p> <p>Bass Clef Pitch Recognition</p>	<p>Pitch</p> <p>Harmony</p> <p>Tonality – Major, Minor, Atonal</p> <p>Harmonic</p> <p>Melodic</p> <p>Intervals (within the octave)</p> <p>Consonant</p> <p>Dissonant</p> <p>Octave</p> <p>Repeat</p>	<p><u>Transferable Skills</u></p> <p>Attention to Detail</p> <p><i>Music Careers</i></p> <p>Composer</p> <p>Music Journalist</p> <p>Music Historian</p>	<p><u>Assessment point 3</u></p> <p>Technical development assessment based around a piano/keyboard performance of ‘Fur Elise’</p> <p><i>What comes next</i> →</p> <p>Introduction to MIDI sequencing using Beethoven’s ‘Ode to Joy’ from the year 7 curriculum as a stimulus</p>
<p>HT4</p>	<p><u>Topic: Introduction to MIDI Sequencing – Ode to Joy</u></p> <p>Melody</p> <p>Structure</p>	<ul style="list-style-type: none"> ✓ To be able to input MIDI into sequencing software (DAW) ✓ To understand how to successfully edit MIDI ✓ Revisit Beethoven’s ‘Ode to Joy’ and rehearse sections for MIDI input (various phrases) ✓ Input harmonic and melodic parts into DAW ✓ Edit MIDI (duration, velocity, pitch etc.) ✓ Adapt ideas to create unique individualised sequence (signal processing) 	<p>Instrument Recognition (aural)</p> <p>Texture Recognition (aural)</p>	<p>Melody</p> <p>Structure</p> <p>Phrase</p> <p>MIDI</p> <p>Position</p> <p>Pitch</p> <p>Duration</p> <p>Pulse</p> <p>Sample</p> <p>EQ</p> <p>Effect (signal processing)</p>	<p><u>Transferable Skills</u></p> <p>Problem Solving</p> <p><i>Music Careers</i></p> <p>Songwriter</p> <p>Conductor</p> <p>Music Producer</p>	<p><u>Assessment point 4</u></p> <p>Compositional application assessment based around MIDI sequencing using a DAW</p> <p><i>What comes next</i> →</p> <p>Deepening cultural understanding by looking at a traditional musical style (British & Irish Folk Music)</p>

<p>HT5</p>	<p>Topic: Traditional Folk Music <u>– The Wellerman & The Wild Rover</u></p> <p>Instrumentation (sonority)</p> <p>Rhythm (Duration)</p>	<ul style="list-style-type: none"> ✓ To understand the various musical features associated with Traditional Folk Music ✓ To explore how Folk Music has developed over time ✓ To be able to recognise simple duple, triple and quadruple metre ✓ Looking at the origins of traditional folk music (British/Irish) ✓ Identifying the key features of traditional Folk music (aurally) ✓ Performing an Irish inspired Ceili dance ✓ Performing ‘The Wellerman’ & ‘The Wild Rover’ (Ukulele/Voice/Piano) 	<p>Traditional Instrument Recognition (aural)</p> <p>Time Signature Recognition (simple duple, triple and quadruple)</p>	<p>Timbre (sonority)</p> <p>Instrumentation – Banjo, Accordion, Bodhran, Bagpipes, Harp etc.</p> <p>Tempo</p> <p>Pentatonic</p> <p>Improvisation</p> <p>A Capella</p> <p>Pulse</p> <p>Time Signature (simple duple, triple etc.)</p> <p>Folklore</p> <p>Dance – Jig, Reel, Hornpipe</p>	<p>Transferable Skills</p> <p>Resilience</p> <p>Music Careers</p> <p>Session Musician</p> <p>Accompanist</p> <p>Dance Teacher</p>	<p>Assessment point 5</p> <p>Technical development assessment based around a piano/vocal/ukulele performance of ‘The Wild Rover/Wellerman’</p> <p>What comes next →</p> <p>Continuation of harmonic exploration (Beethoven HT3) now looking at a popular musical style with a focus on voice types and vocal techniques</p>
<p>HT6</p>	<p>Topic: Popular Music – <u>Locked Away & Stay with Me</u></p> <p>Instrumentation (sonority)</p> <p>Harmony</p>	<ul style="list-style-type: none"> ✓ To fully understand the musical element of harmony (vocal, instrumental etc.) ✓ To understand voice types and vocal techniques ✓ To understand how harmonisation can be created by using different voices together ✓ Exploring tonality in music - Identifying the difference between major, minor and atonal tonalities ✓ Looking at harmonisation and the impact it has on harmonic progression (chords) ✓ Identifying voice types and vocal techniques (aurally) 	<p>Voice Recognition (aural)</p> <p>Time Signature Recognition (simple duple, triple and quadruple)</p> <p>Bass Clef Pitch Recognition</p>	<p>Harmony</p> <p>Melody</p> <p>Tonality – Major, Minor, Atonal</p> <p>Scalic Movement & Construction</p> <p>Conjunct</p> <p>Disjunct</p> <p>Voice types</p> <p>SATB</p> <p>Vocal techniques - Vibrato, Melisma etc.</p>	<p>Transferable Skills</p> <p>Listening</p> <p>Music Careers</p> <p>Vocal Teacher</p> <p>Arranger</p> <p>Instrument Maker</p>	<p>Assessment point 6</p> <p>Summative aural assessment to be used as an evaluative tool prior to year 9 curriculum commencement.</p> <p>Technical development assessment (ensemble) based around a piano/vocal/ukulele performance of the ‘Locked Away/Stay with Me’</p> <p>END OF Y8 CURRICULUM</p>