


<p><b>Year: 8</b> <b>Subject:</b> <b>Music</b></p>	<p><b>Curriculum Intent:</b> To develop and broaden knowledge of compositional devices and apply these through improving control of musical elements and developmental techniques. Pupils will broaden and strengthen performance skills from year 7, including basic chords on guitar and ukulele and varying musical textures. Pupils continue to develop skills in listening and appraising through further interaction with the best music that has been created, allowing pupils to appreciate, broaden and make sense of the subject. Pupils will be introduced to the pre-requisite knowledge of early sound synthesis through the topic of computer and video game music.</p>					
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<p><b>Topic Titles (in order of delivery)</b></p>	<p><b>Samba</b> 1. Introducing Samba 2. Exploring “Breaks” and Rhythms in “Samba De Janeiro” 3. Exploring the “Groove” and rhythms in “Samba De Janeiro” 4. Exploring Melody parts in “Samba De Janeiro” 5. Exploring Improvisation in Samb 6. Performance of “Samba de Janeiro</p>	<p><b>All that Jazz</b> 1. Primary chords and triads in the 12 bar blues 2. Exploring improvisation and the blues scale 3. Exploring “In the Mood”, combining textural layers of blues for performance 4. Exploring ragtime</p>	<p><b>Offbeat</b> 1. Exploring the origins of Reggae and chords in a Caribbean song. 2. Exploring offbeat chords as a feature of Reggae 3. Exploring bass lines in a reggae song 4. Exploring hooks and offbeat chords in a reggae song 5. Exploring a reggae arrangement 6. Exploring textures and lyrics in a reggae song</p>	<p><b>Computer and Video Game Music</b> 1. Exploring Character Themes 2. Exploring ways to develop a character theme 3. Exploring how to compose for changes in atmosphere. 4. Exploring Sound Effects 5. Performing Video Game Themes 6. Creating a soundtrack for a video game.</p>	<p><b>What makes a good song?</b> 1. Exploring “Shape of You” by Ed Sheeran 2. Exploring “Shotgun” by George Ezra 3. Creating an arrangement of a popular song from a lead sheet.</p>	<p><b>Soundtracks</b> 1. Introducing Film Music 2. Exploring Leitmotifs 3. Creating a musical soundtrack to a film 4. Exploring Film Music in Horrors/Westerns</p>
<p><b>Key knowledge / Retrieval topics</b></p>	<ul style="list-style-type: none"> <li>• Understand the origins and culture of Samba</li> <li>• Understand and use rhythmic features such</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in group performances of Blues Songs or pieces of Jazz music showing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify musical features in a variety of different Caribbean music</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe a range of points within a computer or video</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the use of riffs, structure, lyrics and melody in songs, using</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand most of the purposes of film music. • Aurally identify a range of different types of film music</li> </ul>

	<p>as polyrhythms and call and response when performing Samba</p> <ul style="list-style-type: none"> <li>• Perform a range of melodic parts alongside a rhythmic backing to produce a polyrhythmic Samba texture</li> <li>• Perform as a large ensemble with good awareness of other roles and responding accurately to cues given by the Sambista when performing Samba</li> <li>• Be able to name, identify and hear different instruments used in Samba in a variety of Samba music</li> <li>• Know that the “Groove” section is ‘interspersed’ with other contrasting sections within a piece of Samba</li> </ul>	<p>development and understanding of the skills needed to create such music e.g., 12-Bar Blues Chord Pattern, Improvisation, Structure etc.</p> <ul style="list-style-type: none"> <li>• Recognise, explore, and perform Chords I, IV and V as seventh chords in group performances and arrangements as a form of musical accompaniment.</li> <li>• Improvise effectively within a harmonic framework in Jazz and Blues genres using the Blues Scale.</li> <li>• Identify more complex instruments, timbres and sonorities used in Jazz and Blues Music and the formation of a Swing/Big Band.</li> <li>• Understand, recognise, and describe some different genres of Jazz e.g., Ragtime, Swing.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform the chords part of a Caribbean song accurately changing between chords smoothly</li> <li>• Perform repeated chords “offbeat” in a reggae style</li> <li>• Understand how the bass line is the fundamental textural layer upon which a piece of reggae is based on and the harmonic foundation which is the basis for the chords and</li> <li>• Perform reggae bass line riffs changing between riffs fluently and in time with an awareness of syncopation</li> <li>• Understand and identify the different textural layers which make up reggae music performing reggae hooks in time with awareness of syncopation</li> <li>• Create, rehearse, refine and perform an arrangement of a reggae song with a clear plan of the roles of different group members and the texture</li> <li>• Compose lyrics in a reggae style with awareness of the Jamaican nation-language</li> </ul>	<p>game when music is employed using specific musical vocabulary e.g. Ground Theme (main title), Character Theme/Motif, Decision Motif.</p> <ul style="list-style-type: none"> <li>• Create a more advanced character motif in AABA form using musical features commonly found in computer and video game music.</li> <li>• Perform and/or create a range of simple computer and video game sound effects.</li> <li>• Perform more complex parts from a range of computer and video game music themes showing accuracy of pitch and rhythm and using appropriate sounds, timbres, voices and sonorities.</li> <li>• Create, perform and present an original more refined piece of computer or video game music using appropriate notation and using some characteristic features of computer and video game music.</li> </ul>	<p>appropriate musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Performing independent parts of well-known songs on their own and in an ensemble.</li> <li>• Performing a more complex part within a group arrangement of a popular song consisting of more than one part e.g. verses and repeating chorus from a Lead Sheet.</li> <li>• Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff notation.</li> <li>• Understand and use all elements and terms relating to popular song structure through listening and appraising and performing.</li> <li>• Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening.</li> </ul>	<p>using tier 1 and 2 musical vocabulary referring to the elements of music to justify their choices.</p> <ul style="list-style-type: none"> <li>• Perform more complex leitmotifs and themes from a range of film soundtracks showing accuracy of pitch and rhythm.</li> <li>• Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal.</li> <li>• Discriminate between diegetic and non-diegetic film music when watching/listening.</li> </ul>
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	AOS2: Improvisation within a performance	AOS2: Improvisation, vamping.	AOS2: Composition of bassline/Arrangement	AOS2: Composing themes	AOS2: Arrangement of a piece of popular music	AOS2: Compositing soundtrack for a film
	AOS3/4: Evaluation of work, identifying musical features of Samba	AOS3/4: Listening questions covering a range of Jazz styles.	AOS3/4: Musical element identification to style of music.	AOS3/4: Using specific musical terminology to describe thematic material.	AOS3/4: Describing the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary.	AOS3: Using specific musical terminology to describe music for film & tv