

Music Year 8 Curriculum:

There are six main skill areas in Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 8 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.

Autumn Term

Unit 1 – Scales and Chords (Classical Period 1750-1810) - Performance standards 3, 7, 9, 10

- Study of Classical Period, history and key composers within Western Classical Tradition
- Orchestra and key instrument developments
- Major chords – theory, primary triads, notation, performing in root position
- Hands-together keyboard playing

Unit 2 – Melody Writing (Music Theatre) - Performance standards 1, 2, 3, 7, 9, 10

- More advanced melody writing techniques including sequences
- Use of minor chords
- Study of music theatre focusing on *Les Miserables* and *West Side Story*
- Composition and performance project – chord sequence and melody – keyboards

Autumn Term Assessment Criteria – students:

Unit 1 – Scales and Chords (Classical Period 1750-1810)

- Identify the difference between major and minor tonality aurally
- Recognise the instruments in the Classical orchestra aurally
- Construct and play the primary triads with their left hand
- Choose suitable chords to accompany a melody
- Play a melody with block chord accompaniment

Unit 2 – Melody writing (Music Theatre)

- Construct and play a minor chord
- Compose and notate an 8-bar chord sequence using bass clef and including at least 2 minor chords
- Compose a melody that is based on the notes of their chord sequence
- Perform their composition hands together
- Sing confidently within a group
- Understand the purpose of the different song types in a musical

Spring Term

Unit 3 – Innovations in the 20th Century - Performance standards 4, 5, 7, 8, 9, 10, 11

- Serialism – composing using tone row, retrograde, inversion, transposition, cluster chords
- Experimentalism – group composing using non-musical starting points, ostinato, textures, graphic scores and unconventional instrumental techniques
- Minimalism – group composing using polyrhythm, phase shifting, augmentation and diminution with focus on structure
- Students study all 3 genres then choose one to focus on for main project

Unit 4 – African Music - Performance standards 1, 2, 4, 5, 8, 9, 10, 11

- History and culture of West Africa, singing and African drumming
- Rhythmic composition techniques polyrhythm, syncopation, triplets
- Musical structures with addition of Call & Response
- Group African drumming composition and performance project using techniques above plus additional music elements i.e. texture, timbre and dynamics
- Whole class singing – Siyahamba – including harmony parts

Spring Term Assessment Criteria – students:

Unit 3 – Innovations in the 20th Century

- Understand the basic techniques used in Serialism, Minimalism and Experimentalism
- Compose within a chosen genre using the specific compositional techniques effectively
- Notate work appropriately
- Rehearse effectively, revising and improving their work independently
- Perform confidently in front of others
- Identify different styles of 20th Century Music and explain their characteristics

Unit 4 – African Music

- I have an understanding of the musical culture of West Africa
- I can identify African musical instruments visually and aurally
- I can notate and perform triplets
- I can compose using a specific musical structure
- I can compose and perform a rhythm including syncopation and ostinato
- I can play an independent part within a polyrhythm and as a solo
- I can work well with others to produce an African music piece
- I can hold a part within a vocal ensemble

Summer Term

Unit 5 – Blues and Jazz - Performance standards 1, 2, 3, 6, 9, 10, 11

- History of Blues (following on from African Music) including the Slave Trade
- Key characteristics and instruments of Blues music (modern and traditional) and jazz
- Further understanding of chords – performing 12 Bar Blues and using rhythms
- Improvising using the Blues scale
- Ternary form structure
- Song writing project including lyrics, melody and chordal accompaniment

Summer Term Assessment Criteria - students

Unit 5 – Blues and Jazz

- Understand the history of the Blues
- Identify Blues instruments and characteristics of the genre aurally
- Perform the 12 Bar Blues chords, maintaining a steady pulse
- Improvise using the Blues scale
- Play a melody and accompany using chords
- Write lyrics based on specific research on the Slave Trade
- Compose a melody for lyrics and create a Blues song
- Combine different instrumental and vocal parts to create a song

Key Performance Standards for Year 8 Music

Each statement is linked to one or more of the main skill areas for KS3 Music as listed above

1. Sing with clear diction, mostly accurate tuning and control of breathing
2. Hold a part within a small vocal ensemble
3. Play simple melodies with block chord accompaniment
4. Hold an independent rhythm part within a group, maintaining a steady pulse
5. Improvise rhythmic solos
6. Improvise an extensive melody using the Blues scale

7. Compose and notate more advanced melodies with chordal accompaniments
8. Compose and notate more advanced rhythms focusing on musical structures
9. Listen to a wide range of genres, identifying key characteristics such as instruments, structures, textures etc
10. Critique own and others' work, offering specific comments and justifying these.
11. Co-operate with others to plan, revise and produce a group performance