

## Curriculum Overview: Music- Year 8

Year 8 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study four units per year in Music and this will rotate according to the carousel timetable.

	YEAR 8 MUSIC			
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic Title</b>	<b>Listening and performing music, Rhythm</b>	<b>Music and Art</b>	<b>Musical Notation, Style and Genre, Composing, Musical technology</b>	<b>Composing/ Musical Technology</b>

<p><b>Key Skills and Content</b></p>	<ul style="list-style-type: none"> <li>• Realizing sound</li> <li>• Developing the technical ability to identify the use of musical elements.</li> <li>• Identifying the sound colour of musical instruments of the orchestra.</li> <li>• Advanced rhythmic musical notation</li> <li>• Recognizing and reproducing a more complex rhythmic pattern</li> <li>• Practicing duration and speed on tuned percussion instruments</li> <li>• Body percussion</li> <li>• Identifying melodies in major or minor scales.</li> <li>• Understanding harmony and Primary chords.</li> <li>• History of Music: Pre-Classical, Classical, Early Romantic, Later Romantic Era</li> <li>• Musical style and genre</li> <li>• Listening to great composers and works</li> </ul>	<ul style="list-style-type: none"> <li>• Music and other forms of Arts</li> <li>• Aesthetics of music</li> <li>• Listening maps</li> <li>• Symbols in musical notation</li> <li>• Matching sound to lines and dots</li> <li>• Rests</li> <li>• Dotted notes</li> <li>• Playing rhythms using kitchen items</li> <li>• Creating a graphic design based on a melodic line.</li> <li>• Compose a melodic line through a graphic design.</li> <li>• Musical architecture</li> <li>• Matching musical style to image</li> <li>• Digital Culture</li> <li>• Musical industry</li> <li>• Analysing music videos and understanding the meaning</li> <li>• Music and image in album cover</li> <li>• Synthesis</li> <li>• Listening to a song and</li> </ul>	<ul style="list-style-type: none"> <li>• Developing familiarity with staff notation</li> <li>• Palaeography of Music</li> <li>• Note Values</li> <li>• Treble Clef and Bass Clef</li> <li>• One ledger line notes</li> <li>• Rhythm in 4/4, reading and playing.</li> <li>• Body percussion</li> <li>• Dynamics, Mezzo Piano, and Mezzo Forte</li> <li>• Crescendo and Decrescendo</li> <li>• Staccato and Legato</li> <li>• Metronome, Bpm</li> <li>• Musical genre, style and fusion</li> <li>• Acoustics and echo</li> <li>• Music and science</li> <li>• Sound design</li> <li>• Pipe organ</li> <li>• Introduction to musical technology</li> <li>• Wassily Kandinsky</li> <li>• Oscar Fischinger and Franz Liszt: <i>An Optical Poem</i></li> <li>• Walt Disney: <i>Steamboat Willie</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of composition and exploring music</li> <li>• Learning about harmony and the use of primary chords.</li> <li>• Embellishment with bass line and melodies.</li> <li>• Developing a reliable musical memory</li> <li>• Using new technologies to compose rhythm and melody.</li> <li>• Using the keyboard as a main Digital Audio Workstation controller.</li> <li>• Playing chord sequences from familiar songs with rhythmic vitality</li> <li>• Composing Primary Chord sequences in C major, G major, A minor or E minor</li> <li>• Composing harmonic sequences in response</li> <li>• Exploring melodic lines and structural ideas and forms (AABA)</li> <li>• Improvising new musical</li> </ul>
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<p><b>Summative Assessment</b></p>	<p><b>BASELINE ASSESSMENT</b> Pupils listen to sounds, music and musical instruments and fill in a questionnaire. They should identify sounds, genres, and musical instruments.</p>	<p>Pupils analyse a musical video and an album cover using anthropological terms and making aesthetical assumptions regarding style and genre.</p>	<p>Pupils make a live or ppt presentation about a meaningful experience they had related to music. Attention should be given on personal evaluation.</p>	<p>In small groups pupils compose a song with or without lyrics on a given topic using musical instruments or/ and musical technology. Structure, melody, and harmonic sequences are</p>