

# Year 8 Music Curriculum Map



YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Curriculum Content	<p><b>AFRICAN DRUMMING</b></p> <p><b>Composite:</b> Understand the origins and stylistic features of African drumming</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the role of West African drumming plays in African society</li> <li>Understand the different layers used in African drumming (polyrhythms)</li> <li>Have an awareness of how the different rhythms/parts fit together (polyrhythms)</li> <li>Understand and be able to recognise the different musical devices used to create a piece of African drumming (rhythmic ostinato, polyrhythms, call &amp; response, imitation)</li> <li>Understand and be able to recognise cyclic patterns</li> <li>Understand and be able to recognise the instruments used in a African drumming (djembe, dun dun, talking drum, shekere)</li> <li>Understand the different techniques of playing</li> <li>Explore the use of the musical elements in the creation of West African drumming music</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform using the 3 drumming techniques (bass, tone slap)</li> <li>Have an awareness of how different parts fit together</li> <li>Improvise rhythmic phrases as part of a group and as an individual</li> <li>Be able to maintain a rhythmic part within an ensemble</li> <li>Develop ensemble skills</li> </ul> <p><b>Component 3: Composing Music</b></p> <ul style="list-style-type: none"> <li>Compose a piece for African drums</li> <li>Compose for a given brief</li> <li>Compose using appropriate instrumentation/tempo/dynamics/structure/metre/textures</li> <li>compose using a variation of different playing techniques</li> </ul>	<p><b>BLUES &amp; IT'S INFLUENCES</b></p> <p><b>Composite:</b> Understand the origins and stylistic features of The Blues</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the origins of the Blues</li> <li>Understand and be able to recognise the stylistic features of the blues (walking bass line, 12 bar blues, instruments of the Blues, blues scale)</li> <li>Be able to recognise when heard and describe it using subject specific</li> <li>Develop understanding how the musical elements are use within the Blues</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform a 12 bar blues chord sequence (I, IV, V in C major) on keyboard, guitar or ukulele</li> <li>Perform walking bass line</li> <li>Perform blues scales and improvise using it</li> <li>Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit)</li> <li>Develop ensemble playing skills</li> </ul> <p><b>Component 3: Composing Music</b></p> <ul style="list-style-type: none"> <li>Compose using the 12 bar blues chord sequence</li> <li>Compose using the blues scale</li> </ul> <p><b>Set Study Piece 1:</b> 12 Bar Blues <b>Set Study Piece 2:</b> Hound Dog</p>	<p><b>BEYOND THE BLUES</b></p> <p><b>Composite:</b> Understand how the Blues has influenced popular music from 1960 onwards</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the development of popular music from the Blues</li> <li>Understand and be able to recognise the stylistic features of 60s music and blues</li> <li>Be able to recognise when heard and describe it using subject specific</li> <li>Develop understanding how the musical elements are use within the 1960s music</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform a set study pieces in D major (I, IV, V) on keyboard, guitar or ukulele</li> <li>Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit)</li> <li>Develop ensemble playing skills</li> </ul> <p><b>Set Study Piece 1:</b> I Feel Good <b>Set Study Piece 2:</b> Twist &amp; Shout</p>	<p><b>THE RIFF</b></p> <p><b>Composite:</b> Understand how the riff is used in popular music</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the development of popular music and the features of a riff</li> <li>Understand and be able to recognise riffs when hear on different instruments</li> <li>Be able to recognise when heard and describe it using subject specific</li> <li>Develop understanding how the musical elements are use within the popular music</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform different riffs in a medley</li> <li>Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit)</li> <li>Develop ensemble playing skills</li> </ul> <p><b>Set Study Piece 1:</b> Smoke on the Water <b>Set Study Piece 2:</b> Seven Nation Army <b>Set Study Piece 3:</b> Another One Bites the Dust</p>	<p><b>HIP HOP</b></p> <p><b>Composite:</b> Understand the origins and stylistic features of Hip Hop</p> <p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Understand the development of popular music and the features of Hip Hop</li> <li>Understand and be able to recognise features of Hip Hop when heard</li> <li>Be able to recognise when heard and describe it using subject specific</li> <li>Develop understanding how the musical elements are use within the popular music</li> </ul> <p><b>Component 2: Performing Music</b></p> <ul style="list-style-type: none"> <li>Perform different riffs in a medley</li> <li>Develop instrumental techniques on various instruments (keyboard/ukulele/guitar/bass guitar/drum kit)</li> <li>Develop ensemble playing skills</li> </ul> <p><b>Set Study Piece 1:</b> Eminem – Lose Yourself <b>Set Study Piece 2:</b> Next Episode <b>Set Study Piece 3:</b> Eminem -</p>

<p>Prior knowledge and skills (from previous year / key stage)</p>	<p>Ensemble play skills (Year 7)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Elements of Composition – (Year 7)</p>	<p>Ensemble play skills (Year 7 &amp; 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p>	<p>Ensemble play skills (Year 7 &amp; 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p> <p>The Blues and It’s Influences (Year 8)</p>	<p>Ensemble play skills (Year 7 &amp; 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p> <p>The Blues (Year 8)</p> <p>Beyond the Blues (Year 8)</p>	<p>Ensemble play skills (Year 7 &amp; 8)</p> <p>Understanding Music – Rhythm (Year 7)</p> <p>Understanding Music – Keyboard Skills/Reading music in the treble and bass clef (Year 7)</p> <p>Elements of Composition – (Year 7)</p> <p>The Blues (Year 8)</p> <p>Beyond the Blues (Year 8)</p>
<p>Core Knowledge Organiser content</p>	<p>Theory/practical skills (technique)</p>	<p>Theory/practical skills (technique)</p>	<p>Theory/practical skills (technique)</p>	<p>Theory/contextual understanding/practical skills (technique)</p>	<p>Theory/contextual understanding/practical skills (technique)</p>
<p>Assessment Objectives</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p><b>Component 1: Theoretical Understanding/Listening &amp; Appraising</b> Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><b>Component 2: Performing Music</b> Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p><b>Component 3: Composing Music</b> Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>
<p>Vocabulary / Key Subject Terminology</p>	<p>Beat, rhythm, tempo, dynamics, note values, time signature, metre, pulse, semibreve, minim, crotchet, quaver, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, elements of music, polyrhythms, call &amp; response, bass, tone, slap, binary form, ternary form, rhythmic ostinato, musical device, composition, texture, timbre, structure, playing techniques</p>	<p>Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crochet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre , elements of music, blues scale, walking bass line, improvisation, 12 bar blues</p>	<p>Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crochet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre , elements of music, blues scale, walking bass line, improvisation, 12 bar blues</p>	<p>Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crochet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre , elements of music, blues scale, walking bass line, improvisation, 12 bar blues</p>	<p>Keyboard, keys, musical alphabet, staff notation, stave, treble clef, bass clef, note values, middle C, metre, pulse, semibreve, minim, crotchet, quaver, dotted crochet, rest, bar, bar line, andante, adagio, moderato, allegro, forte, fortissimo, mezzo, forte, piano, pianissimo, mezzo piano, crescendo, diminuendo, chords, bass note, structure, ternary for, techniques, expression, timbre , elements of music, blues scale, walking bass line, improvisation, 12 bar blues</p>
<p>Assessment 1</p>	<ul style="list-style-type: none"> <li>Performance of given notated rhythms</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1 (12 Bar Blues)</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory/contextual understanding test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory test</li> </ul>
<p>Assessment 2</p>	<ul style="list-style-type: none"> <li>Performance of own composition</li> <li>Musical notation of composition</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece (Hound Dog)</li> <li>Listening/theory test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 2</li> <li>Listening/theory/ contextual understanding test</li> </ul>	<ul style="list-style-type: none"> <li>Performance of Riff Medley on different instruments</li> </ul>	<ul style="list-style-type: none"> <li>Performance of set study piece 1</li> <li>Listening/theory test</li> </ul>

<b>Cross Curricular Links with other Faculties</b>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography/RE – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography/RE – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography/RE – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography/RE – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>History – Development of music/social contexts/composers</li> <li>Geography/RE – Musical styles, genres and traditions</li> <li>Science – How sound is created – surface area/sound waves etc</li> <li>Maths – Rhythm and musical patterns</li> </ul>
<b>Extra-Curricular Offer</b>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Individual Peripatetic Tuition</li> <li>Early Morning Music Club</li> <li>Year 7 &amp; 8 Choir</li> <li>Year 7 Band</li> <li>Orchestra</li> </ul>