

# ASHTON COMMUNITY SCIENCE COLLEGE: MUSIC CURRICULUM



## Year 8

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	Half term 1 & 2	Half term 3	Half term 4	Half term 5	Half Term 6
Knowledge	<p><b>Topic: Hooks &amp; Riffs / The Blues</b> What are hooks and riffs?</p> <p>Learning to perform a hook or riff on keyboard or ukulele. Performing the 12 bar blues on either keyboard, ukulele, guitar or bass.</p> <p>Composing a hook or riff in response to a stimulus, as a member of a small group. Learning to compose a blues song, incorporating stylistic features of the blues</p> <p>Demonstrating broken chords, walking bass line ostinato and arpeggio on either keyboard or ukulele.</p>	<p><b>Topic: Instruments of the Orchestra</b></p> <p>Learning about different orchestral instruments and their role within an orchestra.</p> <p>Understanding sheet music notation, and learning an instrumental part.</p> <p>Developing ensemble skills to perform 'Beethoven's 5<sup>th</sup> Symphony' as a class ensemble.</p>	<p><b>Topic: All About that Bass</b> Learning how to read musical notation using the bass clef.</p> <p>Developing skills of reading bass clef notation by performing a bass riff on either the bass guitar, or the keyboard.</p> <p>Learning to use specific musical vocabulary to analyse a piece of music.</p>	<p><b>Topic: Rock through the Decades</b> Building on notation reading skills to perform a rock song using either treble clef or bass clef notation.</p> <p>How do I practice effectively on an instrument in order to make good progress?</p> <p>An understanding of the key features of rock music, and how the genre has developed within the twentieth century.</p>	<p><b>Topic: Ensemble skills</b> Developing skills in order to maintain an instrumental or vocal part, whilst performing as an ensemble.</p> <p>Utilising practice time effectively, to develop musicianship as a member of an ensemble.</p> <p>Demonstrating a sound understanding of ensemble skills including accuracy, timing, and listening skills.</p>
Skills/ application of knowledge	<p>Instrumental performance on either keyboard or ukulele</p> <p>An understanding of the origins of Blues music through historical timelines, and an understanding of the musical features of blues, including the influence of blues on popular music genres.</p> <p>OWN independent practice time to learn a hook or riff, and prepare for solo performance.</p> <p>Performing chords on the keyboard or ukulele, as part of a whole class ensemble.</p>	<p>Musical notation reading skills</p> <p>Instrumental skills, with the opportunity to incorporate orchestral instruments.</p> <p>OWN independent practice time to develop instrumental skill on chosen instrument.</p> <p>Performing as a class incorporating different parts.</p>	<p>Building on knowledge of keyboard skills to incorporate the left hand, and bass clef.</p> <p>An understanding of how the bass guitar works, and how it is used within popular music genres.</p> <p>OWN independent practice time to learn riffs using the bass clef.</p>	<p>Building on skills of reading treble and bass clef through practical activities.</p> <p>Developing skills on a chosen instrument.</p> <p>OWN independent practice time to learn pieces of music on a chosen instrument, working towards a solo performance.</p>	<p>Applying the knowledge learnt this year to develop ensemble skills further on a chosen instrument.</p> <p>OWN independent practice time to develop skill on the chosen instrument.</p> <p>An understanding of how to be an effective musician within an ensemble.</p>
Links to prior learning	<p>Listen Compose Improvise Perform Reading notation</p>	<p>Listen Compose Improvise Perform Reading notation</p>	<p>Listen Compose Improvise Perform Reading notation</p>	<p>Listen Compose Improvise Perform Reading notation</p>	<p>Listen Compose Improvise Perform Reading notation</p>
Assessment	<p><u>Listening assessment</u></p> <p><u>Performing/Composing assessment</u></p>	<p><u>Listening assessment</u></p> <p><u>Performance assessment</u></p>	<p><u>Bass clef performance assessment</u></p> <p><u>Written assessment: bass clef notation.</u></p>	<p><u>Solo performance assessment</u></p> <p><u>Listening assessment: Rock music.</u></p>	<p><u>Ensemble Performance assessment</u></p> <p><u>Final assessment: End of year assessment</u></p>