



MUSIC Year 8 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 8 MUSIC, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Learning Focus	Assessments
<p>Half term 1: REGGAE MUSIC</p> <p><u>Learning enquiries:</u> Where does reggae music come from? What is syncopation? Who were the pioneers of reggae music? What styles influenced reggae music?</p> <p><u>Key Assessment objectives / skills:</u> Students will learn about the history of rock steady, ska and reggae. They will learn how to perform a piece of reggae music on keyboards and ukulele as well as learn to sing a variety of reggae songs.</p>	<p>Assessment One: Listening test on reggae music.</p> <p>Final Assessment: Perform a piece of reggae music on either the ukulele or keyboard.</p>
<p>Half term 2: ORIENTAL MUSIC</p> <p><u>Learning enquiries:</u> Which region of the world is Asia? What is Japanese/Chinese/Balinese/Indian music? What instruments are used? What are the characteristics of each style of music?</p> <p><u>Key Assessment objectives / skills:</u> Students will learn about the history of each music style. They will learn about harmony and drone when they play 'We are Siamese'.</p>	<p>Assessment One: Listening work on the four different styles.</p> <p>Final Assessment: Performing 'We are Siamese' in pairs on keyboard with harmony and drone.</p>
<p>Half term 3: BRITISH FOLK MUSIC</p> <p><u>Learning enquiries:</u> What is folk music? What are the main instruments in folk music from Wales, Scotland, Ireland and England? Who are famous folk musicians?</p> <p><u>Key Assessment objectives / skills:</u> Students will learn about the history of folk music in the British Isles and they will learn to play a folk piece 'Wellerman' on the keyboard as well as learning traditional songs including sea shanties. This unit will link to British values.</p>	<p>Assessment One: Listening task on folk music.</p> <p>Final Assessment: Performing task on the keyboard.</p>
<p>Half term 4: MUSIC FROM NORTH, SOUTH, EAST AND WEST AFRICA</p> <p><u>Learning enquiries:</u> What are the traditions of music from North, South, West and East Africa? What is polyrhythm? What is call and response? Who were the griots?</p> <p><u>Key Assessment objectives / skills:</u> Students will learn about the differences in the musical style of each region of Africa. Students will learn how to layer rhythms which will tie in with the rhythm unit they learnt about in year 7.</p>	<p>Assessment One: Listening task.</p> <p>Final Assessment: Performing task on their own polyrhythm composition/ a group performance of Wimmoweh.</p>
<p>Half term 5: CALYPSO MUSIC</p> <p><u>Learning enquiries:</u> Where does calypso music originate from? What are the key characteristics of calypso music? Who were famous calypso musicians?</p> <p><u>Key Assessment objectives / skills:</u> Students will be able to identify instruments within pieces which links in with the listening tasks they have done in year 7 where</p>	<p>Assessment One: Listening task on calypso music.</p> <p>Final Assessment: Solo or group performing.</p>



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<p>they had to identify instruments. Students will also learn a calypso piece and perform as a soloist or in a group.</p>	
<p>Half term 6: LATIN AMERICAN MUSIC</p>	<p>Assessment One:</p>
<p><u>Learning enquiries:</u> What are the characteristics of each of the three musical styles of tango, samba and salsa? History behind each style of music – which country do they come from? Which instruments are used in each? What dance goes with each style?</p>	<p>Listening activity on the three styles.</p>
<p><u>Key Assessment objectives / skills:</u> Students will be able to identify each style of music from listening to different extracts; they will learn a keyboard piece in the salsa style and they will also perform a group samba performance which will tie in with the rhythm work they have studied in African music.</p>	<p>Final Assessment: Group samba performance.</p>