

# Curriculum Knowledge Map



Year 8	AUTUMN		SPRING		SUMMER	
	Film & Game Music	Music Icons	Hip Hop & Beyond	The Power of Rock	Music Around the World	Caribbean
<p><b>Declarative</b> <i>What should they know?</i></p>	<ul style="list-style-type: none"> <li>• Understand some compositional techniques used in film &amp; game music</li> <li>• Understand how to identify and perform ornamentation (trill, mordent, turn, acciaccatura, appoggiatura)</li> <li>• Understand instrumental playing techniques</li> <li>• Understand how to develop composition skills on Logic Pro to now compose to a set stimulus that uses cue points</li> </ul>	<ul style="list-style-type: none"> <li>• Understand in context some of the biggest music icons in history, covering:               <ul style="list-style-type: none"> <li>• Woody Guthrie and Protest Songs</li> <li>• Freddie Mercury and Queen</li> <li>• Madonna</li> <li>• Bob Dylan</li> <li>• Joan Baez</li> <li>• Stormzy</li> </ul> </li> <li>• Develop performance skills in order to independently select and read music when playing keyboards and/or ukuleles as part of an ensemble</li> <li>• Develop singing skills by singing in 3 part harmony</li> <li>• Understand how these music icons have been influenced by other genres, e.g. Stormzy was inspired by Gospel music, and how this is linked</li> <li>• Understand how to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the international impact of Hip Hop in context</li> <li>• Understand the social, cultural and political factors that influenced the development of Hip Hop</li> <li>• Continue to develop composition skills when using Logic, including sequencing and MIDI, such as using Ultrabeat and recording in MIDI using a keyboard</li> <li>• Understand how to select and manipulate samples</li> <li>• Understand the context of different genres that are linked to Hip Hop, such as Funk, Motown and Disco</li> <li>• Understand how to develop lyrical and rhyming skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basics of the guitar and how to play some chords</li> <li>• Understand in context power ballads, punk rock, glam rock, classic rock and grunge</li> <li>• Understand how to read chords symbols and basic guitar notation</li> <li>• Understand how each genre and decade has influenced one another on a journey through time</li> <li>• Understand how to build up vocal skills and sing more difficult pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Understand in context different types of music around the world, covering Irish, British Folk and Sea Shanties, Latin American and Samba drumming</li> <li>• Understand how to play various types of world music on keyboard and African drums, with an appreciation for how the genres have developed culturally</li> <li>• Understand how to recognise different world music instruments</li> <li>• Understand how to lead a song using call &amp; response and harmonies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the characteristics of Caribbean music, including the genres of Reggae, Ska, Mento and Dub</li> <li>• Understand how Jamaican history influenced its music</li> <li>• Understand how modern technology has influenced music from the Caribbean</li> <li>• Understand how to develop composition skills on Sibelius, in order to independently compose a piece of music influenced by music from the Caribbean</li> <li>• Continue to develop an understanding of the notes of the bass clef in order to compose idiomatically</li> </ul>



# Curriculum Knowledge Map



		develop singing techniques				
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• Be able to compose to a set stimulus</li> <li>• Be able to develop music sequencing skills in order to produce a composition that fits with a set stimulus e.g. a short video clip in time with cues</li> <li>• Be able to aurally identify ornamentation and playing techniques within a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise various music techniques through listening to pieces</li> <li>• Be able to perform iconic pieces of music with confidence</li> <li>• Be able to develop singing, ukulele and keyboard skills</li> <li>• Be able to develop ensemble skills by performing the right notes, rhythms and timing with accuracy</li> <li>• Be able to sing accurately and with confidence</li> <li>• Be able to sing in harmony</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise various genres of music and their techniques aurally</li> <li>• Be able to compose a Hip Hop piece on Logic Pro, using sample manipulation, Ultrabeat and recording in MIDI</li> <li>• Be able to write a successful rap about equality</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise different rock genres aurally and their instrumentation</li> <li>• Be able to play some basic chords on the guitar</li> <li>• Be able to perform a power ballad with confidence and accuracy</li> <li>• Be able to sing with confidence, accuracy and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise different types of world music when listening to various pieces</li> <li>• Be able to perform music from other cultures</li> <li>• Be able to recognise different musical instruments from around the world</li> <li>• Be able to sing call &amp; response accurately and confidently</li> <li>• Be able to sing solo parts</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to develop composition skills in Sibelius using chords, bass line and melodies in order to compose an idiomatic piece</li> <li>• Be able to recognise various Caribbean musical genres aurally</li> <li>• Be able to recognise various Caribbean instruments</li> <li>• Be able to play chords in an offbeat rhythm</li> <li>• Be able to sing a Reggae song with confidence and with an ensemble</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Mordent Ostinato Acciacatura	Rock Opera Falsetto Virtuoso	Scratching Sampling Back Spinning	Fretboard Tablature Pentatonic	Jig Ballad Polyrhythm	Syncopation One drop Offbeat
<b>Assessment</b>	<b>MP1:</b> Playing Techniques Listening Test	<b>MP2:</b> Iconic Cover Song Performance Assessment	<b>MP1:</b> Hip Hop Listening Test	<b>MP2:</b> Rock Song Performance Assessment <b>MP3:</b> Progress Test	<b>MP1:</b> Latin American Performance Assessment	<b>MP2:</b> Reggae Performance Assessment <b>MP3:</b> Progress Test

