

## Y8 Music

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### **Curriculum Intent:**

#### **Key Principles and Aims:**

At Forge Valley School, the Music Department endeavours to ignite our students' passion for the Music and cultivate creativity. We aim to inspire a love of learning through a curriculum that allows students the freedom to explore their creativity, whilst developing an extensive practical skillset, and a deep and broad theoretical understanding of Music. The curriculum is designed to engage and grip the interest of students and lessons are taught by subject specialists who love their subject and strive for the best outcomes for all students. From their first Music lesson in Year 7, students are encouraged to create and refine performance work to the highest standard and additionally, develop the crucial skills of analysing and evaluating their own work and the work of others; skills our students need to be successful at GCSE and beyond.

The Music Department is committed to developing students' Cultural Capital through a curriculum that introduces and explores the vast world of Music and provides them with opportunities and experiences that span beyond classroom through extra-curricular opportunities and industry standard workshops. The curriculum is one which allows all students to achieve their potential; carefully considered sequences of lessons and teacher chosen working groups ensure that the curriculum is inclusive to the needs of all students and they are given a platform to meet their potential.

The Music Department is committed to equipping students with transferable skills which will undoubtedly make them successful young adults, these include: collaborating and creating successful working relationships, communication (both verbally and physically), empathy, problem solving, confidence and the ability to express ideas and opinions.

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|  | Core Knowledge                           | Procedural Knowledge |
|  | <b>TOPIC: Ground Bass and Variations</b> | Pupils will          |

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| <p>Autumn Term 1</p> | <p>Know that Variation Form takes a theme or melody and changes it musically in different ways in each variation.<br/>Create and perform stylistic musical variations on an existing theme or melody using musical techniques<br/>Perform more complex parts or a range of different parts using Ground Bass with a sense of ensemble and awareness of other parts.</p>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Understand Variation Form by knowing that a theme can be changed in different musical ways across each variation</li> <li>• Create and perform stylistic variations on an existing melody using techniques such as rhythm, pitch, texture and ornamentation</li> <li>• Perform more complex parts using Ground Bass with ensemble awareness, accuracy and coordination with other musical lines</li> </ul>                                                                                                                                                                                                        |
| <p>Spring Term 3</p> | <p><b>Topic: Blues</b><br/>The unit develops pupils' ability to perform and create music through the 12-bar blues structure, where they learn to play the chord progression fluently and in time. They also build instrumental control by performing a walking bass line that outlines the changing chords, and they develop vocal and structural awareness by singing lyrics in the traditional AAB format. Alongside this, pupils strengthen ensemble skills, stylistic understanding of blues features, and the ability to record, evaluate, and refine their work using digital tools.</p> | <ul style="list-style-type: none"> <li>• Perform the 12-bar blues fluently, keeping a steady pulse and changing chords accurately in time</li> <li>• Play a walking bass line that outlines the chord progression with control and stylistic feel</li> <li>• Sing AAB lyrics with clear phrasing and understanding of Blues structure</li> <li>• Work effectively in an ensemble by listening to others and maintaining a shared tempo</li> <li>• Identify and use Blues features such as riffs, swung rhythms and call-and-response</li> <li>• Record, evaluate and refine performances using digital tools to improve accuracy and musicality</li> </ul> |

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| <div>Summer Term 5</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Topic: Computer Game Music</b></p> <p>In a computer-gaming music unit, pupils develop creative and technical skills by first designing their own game concept, including characters, setting, and gameplay style. They then compose original game music using a DAW, learning how to create loops, themes, sound effects, and background atmospheres that match the mood and action of their game world. Through this process, they build confidence in digital composition, develop an understanding of how music enhances player experience, and refine their work through recording and editing to produce a polished soundtrack that supports their game idea.</p> | <ul style="list-style-type: none"> <li>• Design an original game concept including characters, setting and gameplay style</li> <li>• Compose game music in a DAW using loops, themes, sound effects and background atmospheres</li> <li>• Use digital composition techniques to match music to mood, action and player experience</li> <li>• Record, edit and refine musical ideas to produce a polished soundtrack</li> <li>• Understand how music enhances gameplay through purposeful use of musical elements and effects</li> </ul> |
| <p><b>Homework:</b><br/>Homework is set for each unit and appears in a variety of formats, ranging from online learning tasks to written assignments. This ensures pupils engage with the material in different ways and can reinforce their learning independently.</p>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Assessment:</b><br/>Assessments take place in the form of Practical/Composition Assessments and Listening papers throughout the year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Links to Personal Development:</b><br/>Develop independence by taking greater responsibility for rehearsing, composing and refining work<br/>Strengthen creativity through composing variations, designing game concepts and creating original musical ideas<br/>Improve teamwork by performing in ensembles, coordinating parts and listening to others<br/>Build resilience through tackling more complex musical tasks such as walking bass lines, ground bass patterns and multi-layered DAW projects<br/>Enhance critical thinking by analysing musical features, evaluating recordings and making purposeful musical decisions<br/>Grow confidence</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**How is my knowledge developed further at Y9?**

In Year 9, pupils extend their skills in performing, composing and listening through more challenging units such as EDM, Reggae, Film Music and Theme & Variations. They apply more advanced musical vocabulary, develop stronger DAW skills, and refine their performance and analytical abilities, building a solid foundation for GCSE Music.