

Year 8 MUSIC

| | Knowledge & Understanding | | | Subject Specific Literacy Development | | Cultural Capital / Enrichment Opportunities |
|--------------|----------------------------------|--|--|---------------------------------------|---|--|
| | Composites (Bigger Picture) | Components (Key Concepts) | Recall & Retrieval Practice Focus | Read Like A... Focus | Key Vocabulary | |
| Nine Lessons | SAMBA or AFRICAN DRUMMING | <ul style="list-style-type: none"> Revising and developing key skills of working in a group, rehearsal behaviours. Learning the various instruments and their techniques Developing simple rhythmic recall, memory and tempo Develop awareness of elements of music – Tempo, duration, dynamics etc. Developing a cultural awareness of music and -performance from another culture. Developing a sense and awareness of group ensemble Developing skills in basic improvisation Developing opportunities for leadership Developing skills in group work Developing skills in composition. Developing skills in group performance Developing skills in self-evaluation and extension work. | <ul style="list-style-type: none"> Recall key terminology – elements, cultural references Recall specific drumming techniques Recall through demonstration aspects of performance and improvisation Performance feedback opportunities | N/A | Surdo Snare Repique Tambourim Agogo Shaker Malacacheta Clave Tempo Rhythm Texture Dynamics Unison Crescendo Diminuendo Polyrhythms Technique Improvisation Sequence Accompaniment Call & Response | <p>This project is rich in Brazilian culture using authentic instruments, learning authentic drumming songs and even the style of teaching is based on Samba schools tradition</p> <p>Throughout this unit, students learn through first hand experiences, what it's like to drum in context.</p> <p>Options for further experiences include inviting Latin drummers to take workshops</p> |

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| Nine Lessons | <p>Keyboards with Music Theory FOUNDATION LEVEL II</p> <p>(Working towards G1 Standard)</p> | <ul style="list-style-type: none"> Revising letter names, octaves & notes on the keyboard Developing technique, hand position, correct use of fingers Developing knowledge of accidentals (Part 2b) Further develop and consolidate technique and knowledge of notes on the keyboard and performance opportunities using secular/sacred Christmas music. Introducing the bass cleff Developing two-stave notation Developing keyboard technique and performance | <ul style="list-style-type: none"> Recall names of notes and other theory Recall basic keyboard technique Revise performances from previous lessons Performance feedback opportunities | | Octave Notation Sharp Legato Fluent Practice Riffs Accidentals Sharps and flats Repeating Chords Treble Cleff Bass Cleff Semibreve Minim Crotchet Quaver | <p>Listening to performances by other musicians</p> <p>Opportunity to attend Keyboard Clubs and other music extra curricular</p> |
| Nine Lessons | <p>Music Technology Intermediate</p> | <ul style="list-style-type: none"> Basic DAW set up Log in, Mac desktop, locating GarageBand New project, locating loops Dragging, copying, layering Transport, play, rewind Structure – opening, basic instrumentation USB Keyboard Virtual sounds Recording DAW Create ringtones, song intros, dance music I/O boxes Mics and guitar input Combining loops and external sound sources Critical listening | <ul style="list-style-type: none"> Effectively log in and access previous files Demonstrating how to process loops Recalling layering | N/A | Digital Audio Workstation Peripherals Dragging Copying Layering Repetition Structure Form Virtual | <p>Explore DAW techniques by listening to other artists</p> <p>Listening to artists to attempt cover versions</p> |

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| Nine Lessons | Composition Foundation | <ul style="list-style-type: none"> • Improvisation • Forms • Styles • Minimalist • Ostinato • Riffs | <ul style="list-style-type: none"> • Performance of Terry Reilly in C or Peckham's Sand Dunes • Analysis of the minimalist piece • Further performances directed by pupils • Minimalist composition either on DAW or in small groups | N/A | Improvisation Call and response Repetition Riff Ostinato Layer Texture Timbre Dynamics Tempo Structure | Seek performances of minimalist works Explore the works of minimalist composers and film scores |

Key Assessments

| When | What will be assessed? | Why is this being assessed? | How will results be stored & students receive feedback? |
|----------|--|---|--|
| October | <ul style="list-style-type: none"> • Accuracy of performance • Technique | To identify how students can perform as part of a larger ensemble, to identify basic recall and drumming technique. | Updated KPI Tracker Verbal Feedback Teacher and whole class feedback |
| December | <ul style="list-style-type: none"> • Drumming technique • Recall and performance skills • Group composition and performance | To identify how students can perform the drumming piece Ku Ku using all the elements of technique learned throughout the module and to identify emerging composition skills. | Updated KPI Tracker Verbal Feedback Teacher and whole class feedback |
| March | <ul style="list-style-type: none"> • Notes on the keyboard & Stave • Basic keyboard skills • Basic performance skills | To identify that students can name the notes on the keyboard including accidentals and have a basic knowledge of stave notation. To identify performance and keyboard skills. | Updated KPI Tracker Verbal Feedback Teacher and whole class feedback |
| June | <ul style="list-style-type: none"> • Compositional skills • Music IT skills | To identify that students can take a musical stimulus and improvise/compose music based on the stimulus and to identify students have a working knowledge of Music IT | Updated KPI Tracker Verbal Feedback Teacher and whole class feedback |