


**SUBJECT: MUSIC**

Year Group	Year 8					
Rationale	The second year of our five-year curriculum is designed to expand pupils' engagement with music through performing, composing and listening to music across a range of periods, genres and traditions. Pupils will learn to play 'popular music' instruments and establish an understanding of music technology. Pupils continue to develop their self-confidence, creativity and ensemble skills.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	<b>Developing Listening &amp; Appraising</b>	<b>Medieval Music</b>	<b>Introduction to Music Technology</b>	<b>Learning Guitar</b>	<b>The Planets Suite</b>	<b>Development of Music Technology</b>
Knowledge	Rhythms, pulse, hook, riffs, texture, dynamics, duration, graphic scores, timbre, sonority, four sections of the orchestra.	Dorian mode, drone. rhythmic and melodic elements of composition.	Understand what Cubase is and how dance music is reliant on music technology to be created.	Parts of the guitar, frets, TAB, riffs, chords, bass lines, ensemble.	Dotted rhythms, ascending and descending melodies, flourishes of sound, major and minor keys, graduation of tempo, dissonance and dynamic graduation.	Explore how Cubase can be used in current music. Discrimination of synthesiser sounds and awareness of structure.
Skills	<b>Listening</b> to and appraising music with a focus on a variety of musical elements.	<b>Compose</b> individually using Dorian mode. Pupils must have a melody in their right hand, and a drone accompaniment using their left hand.  <b>Perform</b> melody and accompaniment created during the topic.	<b>Sequencing:</b> Loading Cubase music software, step input and layer up instrument parts, add appropriate sounds from synthesiser plug-ins, balance the volume and create a structure.	<b>Performing:</b> Playing a variety of different guitar riffs, bass lines and chords for different songs.	<b>Compose</b> music in pairs for each of the four seasons.  <b>Perform</b> music created in pairs to the rest of the class.  <b>Listening</b> skills will be developed through a focus on Holst's Planet's Suite.	<b>Sequencing:</b> Step input and layer up instrument parts, add appropriate sounds from synthesiser plug-ins, balance the volume, create a structure and add effects. Use of functions such as automation on effects, volume and panning.
Assessments	<b>Listening assessment:</b> 30-minute listening test with questions on instruments, genre, dynamics, tempo etc.	<b>Performing and composition assessment:</b> playing melody created with a drone accompaniment on keyboard. The quality of the composition and fluency of the performance are both assessed.	<b>Assessment of accuracy and realisation of project:</b> the project created and built up over the course of 5/6 weeks will be assessed.	<b>Performing assessment:</b> individually performing chosen piece on guitar – riffs, chords or bassline. Playing with other pupils as an ensemble to show ability to play in time.	<b>Composing assessment:</b> pupils will be assessed for their individual part of the composition along with how suitable it is for the brief on each of the four mini-compositions created during the half term.	<b>Assessment of accuracy and realisation of project:</b> the project created and built up over the course of 5/6 weeks will be assessed.