

Curriculum Content Map		Subject: Music Year 8			
Month		Term 1	Term 2	Term 3	
	Units of Work	Samba	Jazz and Blues	Ukulele pop songs	
	National Curriculum area – KS3	<ul style="list-style-type: none"> To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<ul style="list-style-type: none"> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians 	<ul style="list-style-type: none"> To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 	
Cultural Transmission	Substantive Knowledge	The What! The second year of music builds on the knowledge developed in Year 7 as students begin to develop competencies that support further studies in music. Students will learn to perform in a Samba ensemble in, develop their listening and analytical skills, and play a variety of instruments. The development of popular music will be explored through the genre of Jazz. They will have the opportunity to improvise and explore their own creativity. Our 'Theme and Variation' unit will give students further opportunities to understand music history and how the great composers have shaped music to develop a rich cultural heritage.			
	Disciplinary Knowledge	The How! The integrated approach of developing listening, appraising, composing, and performance will be used as students explore whole class Samba ensemble playing, reading musical notation in the bass clef, and interpreting syncopated and polyrhythms. Students will get opportunities to sing as a group appraising and performing different genres of music including Jazz/Blues, and playing simple chords and chord progressions on the Ukulele. The Ground Bass unit based on (Pachelbel's Canon) and other great composers will be explored. This will lead on to understanding other orchestral forms such as the sonata, concerto and symphony. Students will begin to form a solid understanding of melody and accompaniment.			
	Sequencing (Flow)	<p>New skill for students – reading drum tab and expanding on knowledge of rhythms and timing, intro to a whole class ensemble.</p> <p>Builds on previous knowledge and understanding of rhythm and timing from year 7 (all topics).</p>	<p>Introduction to the blues – playing the features on the keyboard. Developed further by learning by adding in melody, chords, listening skills – applied to two different genres not previously studied.</p> <p>Builds from year 7 term 1 and term 2 keyboard skills. Further developed in year 9 final project in term 3.</p>	<p>New skill – some may have played the ukulele in KS2.</p> <p>Developed further in year 9 if select ukulele for final project as chosen instrument.</p>	
	Summative Assessment	<p>Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoint</p> <p>Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoint</p> <p>AP1 W/C 22/11/21 – Colour theory assessment sheet.</p>	<p>Students will complete a summative assessment consisting of a performance of their chosen film theme on the keyboard.</p>	<p>Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoint</p> <p>Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoint</p> <p>AP3 W/C 20/06/22 – Final consolidation project outcome which pupils have been working towards in previous lessons.</p>	
Personal Empowerment	Virtue	<p>1. Friendliness and Civility (September)</p> <p>2. Justice and Truthfulness (October)</p> <p>3. Courage (November)</p> <p>4. Generosity (December)</p>	<p>5. Gratitude (January)</p> <p>6. Good Speech (February)</p> <p>7. Good Temper (March)</p>	<p>8. Self-Mastery (April and May)</p> <p>9. Compassion (June)</p> <p>10. Good Sense (July)</p>	
	Link to Virtue	<p>Friendliness and Civility – Look at various song lyrics which suggest acting with friendliness and civility.</p> <p>Justice and Truthfulness – Understanding how to communicate musically with artistic integrity to different types of genres.</p> <p>Problem Solving – understanding how musicians respond creatively to various stimuli in their compositions</p> <p>Generosity – giving constructive and positive feedback to others when appraising their performance.</p>	<p>Gratitude – Appreciation of equipment and other styles of music that have developed.</p> <p>Staying Positive – Using feedback in a positive way to improve practical work.</p> <p>Good Speech – Delivering a presentation.</p> <p>Speaking – Oracy in presentation of ideas.</p>	<p>Self-Mastery – Understanding how to use correct finger techniques when playing the keyboard.</p> <p>Self-Mastery - Understanding how musicians master their skills to compose great pieces of music.</p> <p>Compassion – Considering others when performing. How do you articulate your music to demonstrate and communicate feeling?</p> <p>Good Sense – Working with others sensible in ensembles such as band, choir, or orchestra.</p>	
Preparation for Work	Skill	<p>1. Listening (September)</p> <p>2. Leadership (October)</p> <p>3. Problem Solving (November)</p> <p>4. Creativity (December)</p>	<p>5. Staying Positive (January)</p> <p>6. Speaking (February)</p> <p>7. Staying Positive (March)</p>	<p>8. Aiming High (April and May)</p> <p>9. Speaking (June)</p> <p>10. Teamwork (July)</p>	
	Link to Skill	<p>Listening - To listen to each other through peer assessments and class discussions.</p> <p>Leadership - Lead on performance of their work, then leading on their own compositions.</p> <p>Courage - Having the courage to push yourself out of your comfort zone and try new skills</p> <p>Creativity - Showing the creative skills learned in your work to produce a final outcome.</p>	<p>Good Speech – Delivering a performance and giving constructive feedback to others</p> <p>Speaking – Oracy in presentation of ideas.</p> <p>Good Temper/Humour – Remaining calm when faced with challenges in practical tasks.</p> <p>Staying Positive – Using feedback in a positive way relating to improve practical work</p>	<p>Aiming High – Aiming for a platinum outcome with musical performances.</p> <p>Aiming High –Aiming for a platinum outcome with compositions.</p> <p>Speaking – Explaining and supporting their analysis of music.</p> <p>Teamwork – Performing together as an ensemble.</p>	
Preparation for Citizenship	Link to SMSC & British Values	<p>Enable students to acquire a broad general knowledge of and respect for musical heritage in England</p> <p>Enables students to begin to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p>	<p>Developing an understanding and appreciation of how various musical structures have evolved as part of our culture.</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p> <p>Enable students to develop their self-knowledge, self-esteem and self-confidence;</p>	
	Link to SMSC & British Values	<p>Social – supporting one another in performances. Cultural – learning about other cultures music and contexts</p>	<p>Social – supporting one another in performances. Cultural – learning about other cultures music and contexts</p>	<p>Developing an understanding and appreciation of how various musical instruments have evolved and contributed to our musical heritage.</p>	