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| **Curriculum Plan for Parents – Year 8** |

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| **Subject** | MUSIC | **Contact Person** | Mrs V. Collier |

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| **Half term and topic** | **Your child will learn....** | **Key Homework** | **Assessment** |
| **Autumn**Theory 2 – AComposing 2 – A Listening 2 – APerforming 2 – A | Revision of musical signs and developing understanding basic music notation including:* Tied notes and dotted notes
* Following/clapping/ composing rhythm patterns

Developing understanding of musical structures:* Understand Ternary Form is a musical structure with two contrasting sections, where the first section is repeated at the end ie ABA
* Understand Rondo Form is a musical structure where the main theme returns after each contrasting sections ie ABACA…
* Comparison of Binary, Ternary and Rondo Form structures
* Recognise the ‘musical sandwich’
* Listen to examples of music written in Ternary and Rondo Form
* Compose an original piece in Ternary or Rondo Form
* Use of layering sounds (melody, harmony, rhythm, bass)
* Use of intro/outro
* Use of bridging passages between musical ideas/sections
* Evaluate success and process of composition

Developing aural ability and recognition of musical features:* Comparing musical sounds
* Recognising chords
* Musical intervals
* Melodic shape
* Identifying instrumentation
* Describing musical elements

Developing ensemble work through Beatboxing:* Vocal techniques
* Creating beats
* Timing
* Layering sounds
 | Musical Sums using dotted and tied notesRevision for assessmentEnd of composition evaluationTernary/Rondo Form postersDefinitions of musical terms covered in listening assessmentsWordsearch to find the same musical termsPractice | Written testAssessment of compositionSeries of 3 listening testsLive performance |
| **Spring**Theory 2 – BComposing 2 – B Listening 2 – BPerforming 2 – B | Revision and developing understanding basic music notation including:* Understanding Italian terms for dynamics and tempo instructions

World Music (Japan)* Geographical context
* Fashion/social issues
* Traditional instruments and their uses (Shamisen/ Shakuhachi/Koto/Taiko)
* Use of the Pentatonic scale (In and Yo scales)
* Applying learning from Binary Form unit
* Using sequencing software (Cubase) to compose
* Compose an original ‘Japanese inspired’ piece in Binary Form
* Evaluate success and process of composition

Developing aural ability and recognition of musical features:* Identifying musical features
* Recognition of styles
* Following notation to identify errors in pitch
* Comparing tempo
* Filling in missing notation on a score

Using music technology to record performance work in the composition task:* Timing
* Quantising
* Accuracy
 | Revision for assessmentEnd of composition evaluationRevision for Mid-Year ExamPractice | Written testAssessment of compositionMid-Year ExamAccuracy of recorded solo performance |
| **Summer**Theory 2 – CComposing 2 – C Listening 2 – CPerforming 2 – C | Revision of note names and developing understanding basic music notation including:* Use of ledger lines
* Following/singing/ composing melodies

Applying theory learning of notation to compose warm-up exercises for keyboard and guitar with consideration to key for performance workDeveloping aural ability and recognition of musical features:* Identifying changes in music
* Chords
* Musical timbres
* Identifying structure
* Patterns in music
* Describing melodic shape
* Comparing pieces of music
* Following traditional and graphic notation
* Identifying musical genres
* Making predictions

Keyboard Skills – 2* Keyboard layout – enharmonic black notes
* Key signature of F-major
* Developing hand position and posture
* Applying learning from theory (following pitch and rhythms)
* Developing use of Right Hand and Left Hand to play the keyboard
* Developing use of independent fingers
* Revision of use of finger numbers on notation
* Practice techniques
* Practical skills to play “Oh When the Saints” in the key of F-major (inclusion of note B-flat)
* Musical history: origins from New Orleans funeral processions

Guitar Skills – 2Revision of parts of the instrument and tab notation.* Introduction of basic chords
* Finger picking a melody with increasing dexterity
* Following tab notation and recognising differences in notation to traditional aural version
* Practical skills to play “Old MacDonald Had A Farm”
 | Notes on, above and below the Treble StaveRevision for assessmentCreate a 4-bar warm-up exercise for keyboard Revision for End of Year ExamPractise for performance (paper layout of keyboard provided and keyboard club on offer)Practise for guitar performance (guitar club on offer) | Written testAssessment of compositionEnd of Year ExamPractical assessment of playing melody for “Oh When The Saints” accurately.Practical assessment of playing melody for “Old MacDonald Had A Farm” accurately. |