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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 – A  Composing 2 – A    Listening 2 – A  Performing 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 notes  Revision for assessment  End of composition evaluation  Ternary/Rondo Form posters  Definitions of musical terms covered in listening assessments  Wordsearch to find the same musical terms  Practice | Written test  Assessment of composition  Series of 3 listening tests  Live performance |
| **Spring**  Theory 2 – B  Composing 2 – B    Listening 2 – B  Performing 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 assessment  End of composition evaluation  Revision for Mid-Year Exam  Practice | Written test  Assessment of composition  Mid-Year Exam  Accuracy of recorded solo performance |
| **Summer**  Theory 2 – C  Composing 2 – C    Listening 2 – C  Performing 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 work  Developing 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 – 2  Revision 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 Stave  Revision for assessment  Create a 4-bar warm-up exercise for keyboard  Revision for End of Year Exam  Practise for performance (paper layout of keyboard provided and keyboard club on offer)  Practise for guitar performance (guitar club on offer) | Written test  Assessment of composition  End of Year Exam  Practical assessment of playing melody for “Oh When The Saints” accurately.  Practical assessment of playing melody for “Old MacDonald Had A Farm” accurately. |