

Curriculum Overview Templates– Holly Lodge Girls’ College

	Title	Term 1			Term 2	Term 3
		Rhythm + Metre – 2	Musical Structures – 2 (Ternary Form)	World Music – Brazilian Carnivals	Keyboard Skills – 2	Guitars – 2
Year 8	Curriculum Content	<ul style="list-style-type: none"> • Revision of Y7 Rhythm + Metre • What are dotted notes and how does this affect the sound? • Mixed groupings of types of beats to create more interesting rhythms 	<ul style="list-style-type: none"> • Revision of Binary Form from Y7 • How is Ternary Form different to Binary Form • Awareness of the ‘Sandwich Structure’ • How do we create contrasts in music? • Using intros, outros and bridging passages 	<ul style="list-style-type: none"> • Revision of Ternary Form and Rhythm + Metre • Recognising and using the sounds of traditional Samba instruments • What is imitation? • What is Q&A? • What is Call and Response? • What is polyrhythmic music and how is it created? 	<ul style="list-style-type: none"> • Revision of Y7 Keyboard Skills • What is a key signature and why is it important? • Understanding and using sharps and flats • Does the RH thumb always rest on ‘C’? • What are the black keys for on the keyboard? • Developing keyboard skill to play the RH melody of a well-known piece and add a simple LH accompaniment 	<ul style="list-style-type: none"> • Revision of Y7 Guitar Skills • What is ‘string-crossing’ on a guitar? • Further development of coordinating RH and LH together • Finger picking a more technically challenging piece of music

				<ul style="list-style-type: none"> Using music sequencing software 		
	Assessment	<p>When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:</p> <p>1= Consistently and confidently selects and combines all skills, techniques and ideas, and independently applies, reflects and refines their learning.</p> <p>2= Frequently demonstrates skills, techniques and ideas, and demonstrates resilience in applying, reflecting and refining their learning.</p> <p>3= Occasionally demonstrates skills, techniques and ideas and has some confidence during application, but requires teacher encouragement to fully engage with refining work and/or new learning.</p> <p>4= Inconsistently demonstrates basic skills, techniques and ideas and shows limited resilience and confidence during application.</p>				