



Year 8 Music Curriculum Map

Overview	<p>To continue to foster a love of music and to build on skills learnt in Year 7 focusing on:</p> <ul style="list-style-type: none"> ▪ Building skills and confidence in performing on different instruments ▪ Developing ensemble skills ▪ Developing musical reading using different forms of notation ▪ Developing composing skills making use of musical software (where available) ▪ Developing listening and appraising skills using musical vocabulary (MAD TSHIRT) <p><i>"Music is the great 'uniter.' An incredible force. Something that people who differ on everything and anything else can have in common"</i> - Sarah Dessen, Just Listen</p>					
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Band Skills	Band Project	Songwriting Skills	Getting into Songwriting	What's Programme Music	Into Film and Minimalism
Knowledge	Band Skills: Bass guitar, guitar, ukulele, vocals, keyboard and drums	Playing in a band: ensemble Project (AOS2)	Song writing Toolbox: chord and chord sequences, song structure, hooks and riffs. Identification of instruments and timbres	Composing your own song (AOS4)	Programme Music – <i>The Planets</i> by Holst (AOS1) Use of Leitmotif Use of musical elements and structures (MAD-T-SHIRTS)	Film Music (AOS3) Focus <i>Tubular Bells</i> - Link with Minimalism (AOE - A'Level)
Skills	Listening, appraising and performing (solo and in a group)	Ensemble performing and appraising	Listening and evaluating songs Composing skills: melody, chords and harmony and accompaniments	Using harmonies, chord sequences and writing melodies and accompaniments	Composing to a set brief: using MAD T-SHIRTS, focus on tonality, melody, harmony, rhythm	Use of musical elements in film music: Listening and appraising, composing leitmotifs and performing in ensemble, use of musical devices (minimalism - ostinato, phase shifting, note subtraction and addition, and metamorphosis)
Assessment	Baseline assessment/ skills edit. Assessment after each instrument has been tried out (self and teacher assessment)	Peer, teacher and self-assessment of ensemble contribution. Formal assessment of ensemble performance using Bishop Luffa Steps criteria.	Peer and self-assessment of short compositional tasks	Formal assessment of composition using Bishop Luffa Steps criteria	Formal assessment of composition using Bishop Luffa Steps criteria. Short listening test / quiz type. Teacher and self-assessed.	Peer and self-assessment of short performance task using Bishop Luffa Steps criteria.