



**Intent for the Year 8 Music Curriculum 2021-2022**

Students in year 8 will be given the opportunity to work independently and in groups on a variety of different musical tasks such as composing, performing and appraising. This will require resilience, confidence, honesty and reflectiveness. Regardless of whether students decide to take music past KS3, this is imperative for our student's futures in order to develop these character skills and ability to work both independently and in a team both in class and through extra-curricular involvement. All of these topics will develop an understanding of music from a range of cultures and backgrounds and inspire students creativity and curiosity. Our main intent is to create a culture within our school that means students will be involved in and appreciate music in some way throughout their lives.

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, interpersonal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

**Implementation:** *Demonstrated in the table below.*

*Students will be working on a 10 week rotation between the Creative Arts (Music, Drama, Art, DT). This means most students will get at least 3 x 10 week rotations of each subject throughout the year. We will be working on SoW that fits roughly around a 10 week timetable to allow for all students to experience all content and aspects of music.*

**Curriculum adaptations as a result of the pandemic:**

Students missed a large amount of practical time during their year 7 curriculum due to online learning. At the end of year 7, we changed our curriculum to allow these students the opportunity to learn the basics of guitar, bass and keyboard and then specialise on their favourite instrument for the final half term. This has helped upskill students ready for year 8 but work will be needed to boost this further. Listening and appraising skills are strong due to much more work being completed on this aspect during year 7.

<b>Weeks</b>	<b>Enquiry/Topic/ Unit:</b> What is going to be taught?	<b>Key Outcomes:</b> What will students have achieved by completing this scheme of learning?	<b>Character Education:</b> How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	<b>Assessment:</b> Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	<b>Vocabulary:</b> What are the key words for this topic/unit that students must know?	<b>Home-Learning:</b> What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
<b>10 Weeks</b>	Genres of Music	To use musical elements, characteristics and history to describe a range of genres of music.	Honesty Reflection Compassion Curiosity	Mini Google Form listening tests on each genre for homework.	Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody)	Google Form listening task at the end of each genre (every 3 weeks).



		<p>To be able to perform music from these genres either on live instruments or music technology.</p> <p>This project is a very useful way to kick start the Y8 curriculum as it will allow students the opportunity to refresh the skills learned on their instruments at the end of year 7 but now develop these performance skills in a stylistic way. They will discover a range of music from a range of cultures and learn how to play or recreate them. This will allow students the opportunity to develop and refresh their performance/sequencing skills but also be more creative in their playing. Listening to this broad range of music will also help students to deepen their listening and appraising skills in topic 2.</p>		<p>Skills trackers used for performance/ Music Technology that students will have access to throughout and will complete after each piece of music using videos and teacher feedback.</p> <p>The criteria for this is based on: fluency, technique, accuracy, rhythm/tempo, difficulty (challenges) and stylistic techniques.</p>	<p>Genres of Music, offbeat, staccato, legato, power chords, primary chords.</p>	<p>PLCs after each performance recording.</p>
<b>10 Weeks</b>	H Grades and Musical Comparisons	<p>To learn graded pieces of music to develop performance skills.</p> <p>To be able to use musical notation/tab to perform pieces of music or create music using music technology.</p> <p>To be able to listen to music and use musical elements to compare and describe musical styles.</p> <p>This project allows students the opportunity to develop their playing from learning using resources with helpful hints on (for example note names written in), to developing a basic understanding of how to read notation and tab creating more independence in music. Working through</p>	<p>Creativity Resilience Confidence Reflective</p>	<p>Regular recording of performances and marking against skills trackers which students will have access to throughout. Move through pieces of graded music to increase difficulty. Comparison assessment will happen in the last lesson of the rotation. This will be marked summatively by the teacher.</p>	<p>Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody) Musical Notation, Tab, Fluency, Accuracy, Technique, Expression</p>	<p>Self-reflection forms. (Weekly) PLC after performance assessment recording. Optional comparison practice homework.</p>



		<p>the graded music will give students a focus and a clear vision of progress.</p> <p>Being able to compare music will develop students use of musical elements and listening skills which will feed into their performances and self-reflection and build on topic 1 keywords.</p>				
<b>10 weeks</b>	4 Chord Composing	<p>To understand how traditional pop songs are created.</p> <p>To be able to use Primary Chords to create a piece of Pop Music.</p> <p>To be able to work in a group to create a pop song.</p> <p>Now that students have developed their performance skills in a range of styles, their knowledge of notation/tab, listened to a wide range of music and learned to work more independently, they can now begin to create their own compositions. Students learned about pop music in topic 1 so these skills will be extremely transferrable including primary chords, catchy lyrics and riffs. Listening widely in the last two topics will aid students' confidence and ability to be creative within their song writing.</p>	<p>Reflective</p> <p>Resilient</p> <p>Compassionate</p> <p>Creative</p>	<p>Final recording/performance of their composition which will be marked together in class using skills trackers.</p>	<p>Musical elements (dynamics, tempo, pitch, rhythm, structure, texture, melody)</p> <p>Primary Chords, Bassline, Composition, Ensemble</p>	<p>Composition skills trackers.</p> <p>Self/group-assessment after each practical lesson.</p>
<b>Final Rotation - Not all students will receive this rotation</b>	Skill development project.	<p>To be able to develop a skill that has been learned this year. That might be performance skills, composing skills or appraising skills.</p> <p>As not all students will receive a fourth rotation, this project will be an opportunity to develop skills learned in previous rotations rather than learning something completely new. This will mean that all</p>	<p>Responsible</p> <p>Resilient</p> <p>Creative</p>	<p>Students will be assessed using the skills tracker from their chosen project.</p>	<p>All vocab from previous topics will be relevant here.</p>	<p>Self-reflection forms. (Weekly)</p> <p>PLC after performance assessment recording.</p>



		students will receive the same musical education during Y8 rather than a couple of groups learning something additional to others.				
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**Impact:**

This curriculum will allow students the opportunity to experience a range of genres, cultures and styles of music through performance, listening and composing. All of these skills will develop character in many ways helping them to become more rounded individuals. By listening and experiencing a range of musical styles as well as thinking deeply about how and why music is created both by evaluating the work of others and creating their own music, students will be required to show empathy, reflection and responsibility. In year 9, students will continue developing these skills in a much more independent way. The three strands that are included in this curriculum are the main strands of music learning; listening, performing and composing. If possible, having an external songwriter attend for topic 3 song writing, would have a positive impact on students seeing other careers available to them within the music industry in terms of composition and music production.