

All Hallows Catholic High School Music Department Year 8 Curriculum Knowledge Map 2021 2022

<p>Knowledge</p> <ul style="list-style-type: none"> In these units of work this year pupils will develop knowledge in listening and performance and some composing. They will be introduced to some genres and styles of music and learn some basic instrumental skills. Listening tasks will support their knowledge of structure, sounds, instruments and notation and rhythm. Using resources such as Band lab and other IT capabilities to support their musical knowledge. –NC Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Within the units of work pupils will be develop skills and confidence in performance and use developing knowledge of notation and musical elements to support the work. NC-play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Pupils will learn about rhythm, polyrhythm and ostinato patterns, as well as relevant notation to accompany their work. Using this knowledge, they will apply it to their own performance and composing work and during listening tasks. –NC use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Pupils will be introduced to different musical style around the world. African drumming with the djembe and different music styles in film to create atmosphere and meaning. Creating and composing their own works to develop a wider understanding as well as their ensemble, listening and performing skills. –NC listen with increasing discrimination to a wide range of music from great composers and musicians -develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<p>Skills</p> <p>In Year 8 Music pupils will be learning new skills and techniques of music in composing, listening and performance. They will be recapping on previous skills learnt in year 7 to embed and enhance the use and knowledge of these prior skills. Music notation, composing and performance development through playing and listening, linked to both a stimulus performance work and themed contexts. Pupils will work as solos and ensembles and will look at some cultural music styles and the effects music on in film.</p> <p>Cross Curricular and Curriculum Enrichment Opportunities: STEM Literacy: verbal and written evaluation and analysis, reading of music.</p> <p>Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening, music listening tasks.</p> <p>Numeracy: musical notation and musical maths exercises. Sequencing of music and performance work, timing and rhythm, sight reading.</p> <p>History: music in cultures and music in history.</p> <p>Cultural Capital: understanding of the conventions and culture of the arts/theatre/School production/KS3 drama club /School production/ Trips /Workshops</p> <p>Gatsby Benchmark –careers linked to the music industry – performers, composers, engineers, reporters etc. Use ‘Unifrog’ for homework tasks to research employment opportunities for music tasks in Year 8 – Performers, Composers and writers.</p>
<p>The Bigger Picture...</p> <ul style="list-style-type: none"> Build on work done and prior skills learnt in Y7, develop skills in musical performance and elements of music. Performance playing skills using the keyboard and the history of African music with the djembe. Music of the world and film music to develop a deeper knowledge of identifying styles and key terminology. 	

	1 st term	2 nd half term	3 rd half term
Knowledge and Knowledge Extension	<p>Soundtracks -Music in Film.</p> <p>Re-introducing pupils to key musical elements within notation and rhythm. Introduction to ostinato and leitmotifs in music. Listening skills and tasks used to understand how sound and music is used to create moods and atmosphere.</p>	<p>The Djembe-African Drumming</p> <p>Pupils will look in detail at ostinato and polyrhythm. Working with the teachers and in ensembles, pupils will learn how to play the djembe drum, also looking in a little detail about of its origins and history within the culture.</p> <p>To have an appreciation of music from across the world and understand how it uses different tonalities, scales and rhythms. To know the main features of music from Africa.</p> <p>Key vocabulary: call and response, master drummer, slap, tone and bass, pentatonic scale,</p> <p>Key musicians: Ladysmith Black Mambazo</p>	<p>Blues and Jazz –blues scale and pentatonic</p> <p>Pupils will be introduced to several different styles of blues and jazz music from around the world,. Looking at different histories of these styles and learning the different musical features of the styles.</p>
Building on	<p>Pupils will work through a series of fun listening and visual tasks from film music, aiming to learn about leitmotifs in music and why they are used. Pupils will work in ensembles and solos to create their own patterns for leitmotifs, also focusing on deepening their knowledge of notation and key elements of music.</p>	<p>Using a variety of practical exercises pupils will learn about rhythm for the djembe drum. Pupils will be able to develop notation and rhythm in more depth through ensemble work, listening tasks and practical activities using their drum such as Call and Response. Performing and composing their own djembe drumming pieces, they will be looking at time sequence and key elements of music in more detail to give meaning and feeling to their drumming composing. Ostinato and polyrhythm will be key terms developed when using the djembe and drumming.</p>	<p>Pupils will work through their practical pieces on each style, learning new key terminology to help their learning and playing of the features of each style. New terms such as Drone, Syncopation and Dotted Rhythms. Keyboard work and skills will play heavily in this SOW, as pupils learn to play key pieces from these styles, considering the key features.</p>
Assessment	<p>Working on ensemble keyboard leitmotif theme pieces for performance in class and take part in composing tasks. Creating/composing leitmotifs.</p>	<p>Ensemble performance work.</p>	<p>Pupils will play a piece/learn to play a piece from each style from their booklets each session. Their final assessment will be a performance /composition of a chosen style from the work completed.</p>

YEAR 8

Term	Topic	Objectives	Skills	Assessment
Autumn 1	Blues and jazz music	<ul style="list-style-type: none"> Understand what Jazz and Blues is and the cultural influences – Gospel music and African influences from the Slave trade. To listen and be able to distinguish instruments and other musical features used in Jazz music 	<ul style="list-style-type: none"> Listening Performing Composing 	Listening test – Google Form quizzes understanding the features of Jazz and Blues Performance assessment – performing a variety of examples of Jazz and Blues music- Musical contexts examples in class folders
Autumn 2	Film music/Soundtracks	<ul style="list-style-type: none"> Understand film music and how it adds to a scene Listen to film music and identify leitmotif and underscore Perform pieces of music from various films with increasing difficulty and accuracy 	<ul style="list-style-type: none"> Listening Performing Composing 	<ul style="list-style-type: none"> Performance and Composing assessment – performing film music-James Bond and other Film music motifs Listen – Google form quizzes
Spring 1	African music	<ul style="list-style-type: none"> Understand the essential features of African music Listen to African music and distinguish between syncopation, polyrhythm and cyclic rhythms Perform and compose a piece of African music using a rhythm grid 	<ul style="list-style-type: none"> Composing Listening Performing 	Performance & Composition assessment – African piece- Djembe ensemble for Drumming techniques and structure. Research Homework

AHCHS -

Reporting Criteria in Music:

Knowledge and Skills at KS3 Year 8:

Students will develop their **KNOWLEDGE** of:

- a range of musical elements – pitch, dynamics etc.
- musical symbols – notes on a stave, treble clef, etc
- notes of the keyboard
- some notes on a musical stave, read fairly accurately from a score with note names
- rhythmic musical symbols – crotchets, minims etc.
- various genres of music and know some of the musical features of that genre

Students will develop their **SKILLS** in:

Performing Music:

- sing with expression and clear diction
- demonstrate reasonable confidence/high level of confidence in performance
- maintain an appropriate role within a group (leading, solo part or support)
- keep their own part going in a group performance
- perform fluently and accurately on the keyboard and tuned percussion

Composing Music:

- improvise melodic/rhythmic material within extended structures
- use tempo and dynamics creatively
- create compositions which explore different sounds and the musical elements
- refine and improve work effectively in rehearsals, developing initial ideas further

Understanding Music:

- recognising a variety of different instrument sounds, knowing the instrument families (to a higher level)
- knowing and recognizing musical elements in listening tasks (to a higher level)
- suggesting improvements to their own and others' work
- describing and compare musical features in listening tasks, using appropriate vocabulary
- exploring the contexts, origins and traditions of different musical styles
- using appropriate musical vocabulary when creating or evaluating

All Hallows Catholic High School Music Department Year 9 Curriculum Knowledge Map 2022

<p>Knowledge</p> <ul style="list-style-type: none"> In these units of work this year pupils will develop deeper knowledge in listening and performance and composing. They will be introduced to more genres and styles of music and learn some basic instrumental skills. Listening tasks will support their knowledge of structure, sounds, instruments and notation and rhythm. Using resources such as Band lab and other IT capabilities to support their musical knowledge. –NC Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Within the units of work pupils will develop skills and confidence in performance and use developing knowledge of notation and musical elements to support the work. NC-play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Pupils will learn more about rhythm, polyrhythm and ostinato patterns, as well as relevant notation to accompany their work. Using this knowledge, they will apply it to their own performance and composing work and during listening tasks. –NC use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions <p>Pupils will be introduced to different musical style around the world. Indian music with the Tabla and different music styles in film to create atmosphere and meaning. Creating and composing their own works to develop a wider understanding as well as their ensemble, listening and performing skills. –NC listen with increasing discrimination to a wide range of music from great composers and musicians -develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>	<p>Skills</p> <p>In Year 9 Music pupils will be learning new skills and techniques of music in composing, listening and performance. They will be recapping on previous skills learnt in year 8 to embed and enhance the use and knowledge of these prior skills. Music notation, composing and performance development through playing and listening, linked to both a stimulus performance work and themed contexts. Pupils will work as solos and ensembles and will look at some cultural music styles and the popular music industry</p>
<p>The Bigger Picture...</p> <ul style="list-style-type: none"> Build on work done and prior skills learnt in Y8, develop skills performance styles to support development at KS3 Year 9 as they move into possibly choosing Music as an option. In Year 9 the curriculum here works to give pupils more in depth knowledge of skills and technique in music. Not only performance skills but also technical knowledge. Pupils will polish and hone their performing and composing skills they have been using the past 2 years and also be introduced to more challenging methods of music that will help their KS4 journey should they choose Music . 	<p>Cross Curricular and Curriculum Enrichment Opportunities: STEM</p> <p>Literacy: verbal and written evaluation and analysis, reading of music.</p> <p>Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening, music listening tasks.</p> <p>Numeracy: musical notation and musical maths exercises. Sequencing of music and performance work, timing and rhythm, sight reading.</p> <p>History: music in cultures and music in history.</p> <p>Cultural Capital: understanding of the conventions and culture of the arts/theatre/School production/KS3</p>