

All Hallows Catholic High School Music Department Year 8 Curriculum Knowledge Map 20212022

Skills

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.

Cross Curricular and Curriculum Enrichment Opportunities: STEM

Literacy: verbal and written evaluation and analysis, reading of music.

Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening, music listening tasks.

Numeracy: musical notation and musical maths exercises. Sequencing of music and performance work, timing and rhythm, sight reading.

History: music in cultures and music in history.

Cultural Capital: understanding of the conventions and culture of the arts/theatre/School production/KS3 drama club /School production/ Trips /Workshops

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.

| | 1 st term | 3 rd half term |
|--|---|--|
| Knowledge and Knowledge Extension | Soundtracks -Music in Film. Re-introducing pupils to key musical elements | Blues and Jazz –blues scale and pentatonic Pupils will be introduced to several different styles of blues and jazz music from around the world,. Looking at different |

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| | <p>within notation and rhythm.</p> <p>Introduction to ostinato and leitmotifs in music.</p> <p>Listening skills and tasks used to understand how sound and music is used to create moods and atmosphere.</p> | <p>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.</p> <p>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>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.</p> <p>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.</p> <p>Creating/composing leitmotifs.</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 |

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