



### Curriculum Intent

Subject: Music

Year: 8

	What?	Why?	National Curriculum Links
<p>Term 1-1</p> <p>Performance</p>	<p>Band Skills 1</p> <p>Students choose their own ensemble and ensure each role within a band is performed.</p> <p>This is an opportunity to explore drums, guitar, bass and aim to perform a song of their own choice.</p>	<p>They should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>	<p>Have the opportunity to learn a musical instrument.... and have the opportunity to progress to the next level of musical excellence.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>
<p>Term 1-2</p>	<p>Famous Composers and Christmas music.</p>	<p>Continue to build on keyboard technical development through extended exercises building their performance skills.</p>	



Performance		<p>Use their understanding of notation as an aide to learning a number of solo performance pieces.</p> <p>Introduce the life and sounds of Beethoven.</p> <p>Utilise the skills and knowledge developed to learn from a selection of Christmas music.</p>	<p>To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>To develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>
<p>Term 2-1</p> <p>Composition</p>	<p>Film Music</p> <p>The Woman in Black</p> <p>Compose music to accompany the trailer to the film 'The Woman in Black'</p> <p>Understand theme's music roles, tonality, underscore, tension, dynamics and orchestration.</p>	<p>To learn the elements and roles of music in film, such as leitmotif, tonality, underscore and foley.</p> <p>Prepare fundamental knowledge to accompany the GCSE specification element on film music.</p>	<p>To use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>
<p>Term 2-2</p> <p>Performance</p>	<p>Band Skills 2</p> <p>Choose and learn an instrument.</p> <p>Play a part of varying degrees of difficulty, within a song of their choice.</p>	<p>Students choose their own ensemble and ensure each role within a band is performed.</p> <p>This is an opportunity to explore drums, guitar, bass and aim to perform a song of their own choice.</p> <p>An opportunity to learn about the GCSE performance expectation and prepare a performance.</p>	<p>Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>To learn to sing and to use their voices, to create music on their own and with others.</p>



	Create an ensemble performance.		<p>Have the opportunity to learn a musical instrument, to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>To play and perform confidently in a range of ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>
<p>Term 3-1</p> <p>Performance</p>	<p>Class song</p> <p>Three Little Birds</p> <p>Be able to hold an instrumental part of an ensemble performance playing an instrument of their choice.</p>	<p>Understand the expectations of ensemble performance. Learning individual parts, personal performance responsibility. How to practice and develop as a musician in preparation for the GCSE recordings.</p>	<p>Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>
<p>3-2</p> <p>Composition</p>	<p>Pop Song Composition</p> <p>Use a number of ICT based resources to create your own pop song.</p>	<p>Use a variety of ICT based resources to create a pop composition.</p> <p>Understand the elements involved using our crucial knowledge, and all the experiences we have had over the last two years, to pull all the elements together to create a song of their chosen style.</p> <p>Composition is a key element of the GCSE specification 30% of their marks.</p>	<p>Use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure.</p>