

KS3 Curriculum Intent:

In Years 7-9, we seek to establish a firm grounding in students' knowledge and understanding of staff notation and the elements of music (rhythm, melody, dynamics, tempo, structure, texture, sonority, harmony). Students listen to, analyse and evaluate music across a range of historical periods, genres, styles and traditions. Students develop instrument-specific techniques on a least three different types of instruments and where possible, music technology enhances learning. Students understand and explore how music is created, produced and communicated. In addition, students develop many vital transferable skills including teamwork, communication, problem solving, leadership and self-reflection. Our curriculum is designed to offer students the best possible experience of music, enabling everyone to have the potential to continue this subject at a higher level regardless of their starting point.

Music Year 8 Curriculum:

There are six main skill areas in Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 8 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.

Autumn Term**Unit 1 – Scales and Chords (Classical Period 1750-1810) - Performance standards 3, 7, 9, 10**

Study of Classical Period, history and key composers within Western Classical Tradition
Orchestra and key instrument developments
Major chords – theory, primary triads, notation, performing in root position
Hands-together keyboard playing

Unit 2 – Melody Writing (Music Theatre) - Performance standards 1, 2, 3, 7, 9, 10

Advanced melody writing techniques including sequences
Use of minor chords
Study of music theatre focusing on *Les Miserables* and *West Side Story*
Composition and performance project – chord sequence and melody – keyboards

Autumn Term Assessment Criteria – students:**Unit 1 – Scales and Chords (Classical Period 1750-1810)**

Identify the difference between major and minor tonality aurally
Recognise the instruments in the Classical orchestra aurally
Choose suitable chords to accompany a melody
Play a melody with block chord accompaniment

Unit 2 – Melody writing (Music Theatre)

Construct and play a minor chord
Compose and notate an 8-bar chord sequence using bass clef and including at least 2 minor chords
Compose a melody that is based on the notes of their chord sequence
Perform their composition hands together
Sing confidently within a group
Understand the purpose of the different song types in a musical

Spring Term**Unit 3 – African Music - Performance standards 1, 2, 4, 5, 8, 9, 10, 11**

History and culture of West Africa, singing and African drumming
Rhythmic composition techniques polyrhythm, syncopation, triplets
Musical structures with addition of Call & Response
Group African drumming composition and performance project using techniques above plus additional music elements i.e. texture, timbre and dynamics
Whole class singing – Siyahamba – including harmony parts

Unit 4 – Innovations in the 20th Century - Performance standards 4, 5, 7, 8, 9, 10, 11

Serialism – composing using tone row, retrograde, inversion, transposition, cluster chords
Experimentalism – composing using non-musical starting points, ostinato, textures, graphic scores and unconventional instrumental techniques
Minimalism – composing using polyrhythm, phase shifting, augmentation and diminution
Students study all 3 genres then choose one to focus on for main project

Spring Term Assessment Criteria – students:**Unit 3 – African Music**

Understand the musical culture of West Africa and identify African musical instruments visually and aurally
Notate and perform triplets
Compose using a specific musical structure
Compose and perform rhythms including syncopation and ostinato
Play an independent part within a polyrhythm and as a solo, and rehearse effectively with others
Hold a part within a vocal ensemble

Unit 4 – Innovations in the 20th Century

Understand the basic techniques used in Serialism, Minimalism and Experimentalism
Compose within a chosen genre using the specific compositional techniques effectively
Notate work appropriately
Rehearse effectively, revising and improving their work independently
Perform confidently in front of others
Identify different styles of 20th Century Music and explain their characteristics

Summer Term**Unit 5 – Blues and Jazz - Performance standards 1, 2, 3, 6, 9, 10, 11**

History of Blues (following on from African Music) including the Slave Trade
Key characteristics and instruments of Blues music (modern and traditional) and jazz
Further understanding of chords – performing 12 Bar Blues and using rhythms
Improvising using the Blues scale
Ternary form structure
Song writing project including lyrics, melody and chordal accompaniment

Summer Term Assessment Criteria - students**Unit 5 – Blues and Jazz**

Understand the history of the Blues and identify the characteristics of the genre aurally
Perform the 12 Bar Blues chords, maintaining a steady pulse
Improvise using the Blues scale
Play a melody and accompany using chords
Write lyrics based on specific research on the Slave Trade
Compose a melody for lyrics and create a Blues song

Key Performance Standards for Year 8 Music

Each statement is linked to one or more of the main skill areas for KS3 Music as listed above

Sing with clear diction, mostly accurate tuning and control of breathing
Hold a part within a small vocal ensemble
Play simple melodies with block chord accompaniment
Hold an independent rhythm part within a group, maintaining a steady pulse
Improvise rhythmic solos
Improvise an extensive melody using the Blues scale

7. Compose and notate more advanced melodies with chordal accompaniments
8. Compose and notate more advanced rhythms focusing on musical structures
9. Listen to a wide range of genres, identifying key characteristics such as instruments, structures, textures etc
10. Critique own and others' work, offering specific comments and justifying these.
11. Co-operate with others to plan, revise and produce a group performance