

| Calendar | Topic | Assessment | Sequencing and Coherence <i>concepts - themes - skills</i> | Literacy <i>reading - vocabulary - oracy - writing</i> |
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| Autumn Half Term 1 | Vocal and choral skills Pupils learn about vocal technique and work towards a performance | Formative assessment: <ol style="list-style-type: none"> Teacher observations of vocal practice, individual and whole class. Mini key words tests peer/self-assessed in class. Summative assessment: <ol style="list-style-type: none"> Group/solo vocal performance – assessed by teacher. | Music performance. Music in culture, styles & genre. Pupils will develop rhythmic skills, sense of pulse and a range of vocal skills. Pupils will develop an understanding of how they sing and how they can use their voice in different ways to create music. This builds on core rhythm, pulse and pitch work completed in Year 7. Particularly the vocal samba which will build on the rhythmic work started in Y7. Pupils will also be introduced to sight-singing – following the melodic contours and element of pitch first explored in Year 7 keyboard and music elements topics. Declarative knowledge – Knowing unit specific terminology, what different sounds are called, key features of the genre. Procedural knowledge – Vocal performance skills. Disciplinary knowledge – Exploring vocal music through listening and appraisal, using this to influence performance. | Pupils will learn specific terminology to the voice and performance skills. Pupils will practice vocal skills such as projection and diction. Pupils will self-reflect and give peer feedback using talk tactics. Homework to appraise vocal music performance. |
| Autumn Half Term 2 | The Blues Music analysis/ composition - Exploring the development of African music influence in the West Pupils will spend approx. 3-4 lessons exploring key musical features of blues,, including 12 bar blues, improvisation, the blues | Formative assessment: <ol style="list-style-type: none"> Pupils complete and submit short performance/composition projects each lesson which will be reviewed by teacher. Practice music analysis/ listening questions in lesson. Summative assessment: | Music performance & instrumental Music creation and music theory. Music in culture, styles & genre. Requires adequate keyboard skills developed in previous development of Year 7 Keyboard unit. Declarative knowledge – Knowing what key features of blues are. Procedural knowledge – How to improvise, how to play swung rhythms and triple time, keyboard performance skills | Pupils to learn and explore unit specific terminology. Pupils to use Talk 21 speaking frames when analysing music. Reading about cultural context of the music; practice strategies such as expert teacher modelling, choral reading, mumble reading and echo reading. Pupils to develop oracy skills when appraising their work and providing peer feedback to other learners |

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| | <p>scale and extended chords. First introduction to triple time. This instance will be compound triple.</p> <p>Final 1-2 lessons combining all elements into a final piece.</p> | <p>3. Pupils will complete a written test on the musical elements used in Blues Music</p> | <p>Disciplinary knowledge – Using principles of music theory such as constructing a blues scale to aid improvisation and make it more stylistic.</p> | |
| <p>Spring</p> <p>Half Term 3</p> | <p>Electronic Dance Music – Development of DAW</p> <p>Bass line, Drum Machine, FX, Structure, Riff/ Hook, MIDI, Loops, Quantising</p> | <p>Formative assessment:</p> <ol style="list-style-type: none"> 1. Pupils complete and submit short projects each lesson which will be reviewed by teacher. 2. Mini key words tests peer/self-assessed in class. <p>Summative assessment:</p> <ol style="list-style-type: none"> 3. Pupils produce a final EDM composition in pairs, demonstrating understanding of developing music technology skills in pairs that is marked. | <p>Music technology/ production</p> <p>Music creation and music theory.</p> <p>This unit functions as an intermediate stage between grasping fundamentals of using a DAW, and being able to confidently use it to create original music. EDM music facilitates an effective way of chunking music production skills due to the type of layering involved in the compositional process.</p> <p>Declarative knowledge – Knowing where different functions are on BandLab, learning key features of EDM, learning music technology terminology.</p> <p>Procedural knowledge – Knowing how to use a digital audio workstation.</p> <p>Disciplinary knowledge – Analysing existing popular EDM and use it for guidance and inspiration.</p> | <p>Pupils to learn and explore unit specific terminology – music technology to include basic tech terms such as “loops, MIDI etc..”</p> <p>Pupils will self-reflect and give peer feedback using talk tactics.</p> |

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| <p>Spring</p> <p>Half Term 4</p> | <p>Music Theory</p> <p>Explicit music theory unit, pupils will cover: Time Signatures 3/4, 4/4, 6/8 The Grand Staff Revisited Articulation (slurs, legato, staccato)</p> <p>Careers</p> <p>Two lessons furthering understanding of careers in the Music industry and inter-related job roles.</p> | <p>Formative assessment:</p> <ol style="list-style-type: none"> 1. Classroom quizzes and theory activities 2. Mini key words tests peer/ self-assessed in class. <p>Summative assessment:</p> <ol style="list-style-type: none"> 3. Music Theory Test (feedback to be used in preparation for the KSA next half term) | <p>Music Theory</p> <p>To be taught after EDM Music, this unit is designed to consolidate the theory covered in Years 7 and 8, before introducing more challenging concepts which will be further developed in composition and performance during the Summer term. In line with the model music curriculum.</p> <p>Pupils will combine their experience with the EDM topic with the new Music Theory to create music in the next module.</p> <p>Declarative knowledge – Knowing Time Signatures 3/4, 4/4 and 6/8 – and how to notate them correctly. Knowing the notes of the treble and bass clef, including how ledger lines work. Knowing musical articulation terms.</p> <p>Procedural knowledge – Knowing how to use a digital audio workstation.</p> <p>Disciplinary knowledge – Notating music in different clefs and time signatures, making correct use of articulation.</p> | <p>Pupils will learn specific terminology related to Music Theory using the SEEU model.</p> <p>Pupils will practice Music Theory, completing homework exercises and classroom activities.</p> <p>Talk 21 tactics used to appraise music and discuss careers and career pathways.</p> |
| <p>Summer</p> <p>Half Term 5</p> | <p>Composition Skills</p> <p>Using music theory to compose music utilizing the key concepts of: Key/Scales (G Major/E Minor) Harmony Tonality</p> <p>Will include paired work on keyboards/ukulele (developing band skills) and BandLab for Education</p> <p>KSA Examination</p> | <p>Formative assessment:</p> <p>Teacher observations of compositional practice, individual/pairs and small groups</p> <p>Mini key words tests peer/ self-assessed in class.</p> <p>Summative assessment:</p> <p>Compositions based on tonality – using the correct notes from the scale to create melody and harmony in a given key</p> <p>KSA Examination also to take place this half term – Music Theory and Appraisal</p> | <p>To be taught after blues, EDM and Music Theory as this unit increases creative exploration of original music. Pupils must also have some basic keyboard skills covered in earlier units.</p> <p>Pupils will have developed some compositional skills in EDM unit earlier in Year 8, this unit gives them pupils the opportunity to compose using instruments.</p> <p>Declarative knowledge – Learning key signature and notes, memorising chord positions/ patterns.</p> <p>Procedural knowledge – Develop instrumental composition skills</p> <p>Disciplinary knowledge – Pupils to explore how pieces are constructed/ underpinning music theory.</p> | <p>Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc..)</p> <p>Pupils practice oracy in frequent class discussion/ peer feedback.</p> <p>KSA Examination</p> |

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| <p>Summer</p> <p>Half</p> <p>Term 6</p> | <p>Ensemble Performance – exploring Music from around the world</p> <p>Developing Music Performance skills by learning a pieces of music in different styles from around the world</p> | <p>Formative assessment:</p> <p>Teacher observations of performances (pairs and ensembles)</p> <p>Summative assessment:</p> <p>Final performance chosen from one of the areas covered in lesson, developed and performed in class.</p> | <p>Music performance & instrumental</p> <p>To be taught at the end of Year 8 to improve practical music skills and appraise music from around the world which uses many of the same musical features explored in theory lessons.</p> <p>Pupils will learn about different global musical traditions at the start of a lesson before learning a piece of music in each style, culminating in a range of performances.</p> <p>Declarative knowledge – Learning key term definitions and memorising chord positions/ patterns.</p> <p>Procedural knowledge – Develop pop band instrumental skills</p> <p>Disciplinary knowledge – Pupils to explore how pop songs are constructed/ underpinning music theory.</p> | <p>Pupils to discuss musical features of music from around the world . Using key words and terminology learned and developed during Years 7/8</p> <p>Pupils will self-reflect and give peer feedback using talk tactics.</p> |
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