



Key Stage 3 Curriculum Journey: Year 8 Music

		<div style="display: flex; justify-content: space-between; align-items: center;"> <span>Week 1</span> <span>←</span> <span>→</span> <span>Week 39</span> </div>				
		<i>Musical Eras</i>	<i>Blues Music</i>	<i>Samba</i>	<i>Film Music</i>	<i>Music in the Media</i>
<b>Key content</b> (know that...Know how...)		<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>The elements of music.</li> <li>Historical and cultural context of the eras of music.</li> <li>Listening and appraising music from each era: Early/Medieval, Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century.</li> <li>Performing, melody with chords, from one of the eras</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>12 Bar Blues.</li> <li>Chords I, IV, V</li> <li>Improvisation using the blues scale.</li> <li>Extended chords (dominant 7ths).</li> <li>Composers of The Blues.</li> <li>Historical, cultural and geographical understanding of the blues origins.</li> <li>Composing in the blues style.</li> <li>Performing in the blues style.</li> <li>Keyboard, guitar (ukulele) instrumentation.</li> <li>Listening with increasing discrimination.</li> <li>Elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>The elements of music.</li> <li>Standard notation</li> <li>Historical, geographical and cultural exploration of Samba music.</li> <li>Samba instrumentation – surdo, repinique. Ganza, agogo, apito, tambourim etc</li> <li>Syncopation.</li> <li>Improvisation.</li> <li>Composition and performance within the samba style</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the importance music in films.</li> <li>Historical exploration of music in films.</li> <li>Key film music composers.</li> <li>Use and development of the leitmotif in film music.</li> <li>Explore, rehearse and perform leitmotifs.</li> <li>Listen to pieces of music for film with discrimination and recognise the elements of music within them.</li> <li>Composing music for film.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the purpose of music in adverts.</li> <li>Explore and listen with discrimination to soundscapes and their intended effect,.</li> <li>Rehearse and perform jingles.</li> <li>Chord progressions.</li> <li>Writing for underscores. Applying the elements of music through listening, performing and composing.</li> <li>Exploration of foley sound design.</li> <li>Hit points and their application.</li> </ul>
<b>Prior Knowledge</b>		<ul style="list-style-type: none"> <li>Recognise instrumentation.</li> <li>Listening with discrimination to apply and identify the elements of music.</li> <li>Sonorities of the orchestra.</li> <li>Reading standard notation.</li> <li>Chords/triads.</li> </ul>	<ul style="list-style-type: none"> <li>Simple chords (triads).</li> <li>Keyboard, guitar, ukulele skills.</li> <li>Elements of music.</li> <li>Improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Tempo</li> <li>Texture</li> <li>Elements of music.</li> <li>Listening with increasing discrimination to apply and identify the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application of the elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Interrelated dimensions.</li> <li>Listening with increasing discrimination to apply and identify the elements of music.</li> <li>Leitmotif.</li> <li>Chord progressions and extended chords.</li> <li>Use of a DAW for composing soundscapes.</li> </ul>
<b>KS 3 Na</b>		<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble</li> </ul>



	<p>ensemble contexts playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>contexts playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>contexts, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>contexts playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the elements of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing on the keyboard.</li> </ul> <p>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</p> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing on the keyboard/guitar.</li> </ul> <p>Composing/improvising a keyboard piece.</p> <p>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</p> <p>The assessment will take place as a summative assessment at</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing using relevant notation.</li> </ul> <p>Composing to a set brief.</p> <p>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</p> <p>The assessment will take place as a summative assessment at</p>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing leitmotifs.</li> </ul> <p>Composing to set brief linked to music for film.</p> <p>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</p> <ul style="list-style-type: none"> <li>• This will take place in a summative assessment in the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed in the areas of:</li> <li>• Performance: Performing using graphic scores.</li> </ul> <p>Composing to a set brief.</p> <p>Listening and Appraisal: Listen with increased discrimination and analysis of the elements of music.</p> <ul style="list-style-type: none"> <li>• The assessment will take place as a summative assessment at points throughout the scheme of work.</li> </ul>



	<ul style="list-style-type: none"><li>Students will also receive live assessments and feedback throughout the scheme of work.</li></ul>	<p>points throughout the scheme of work.</p> <ul style="list-style-type: none"><li>Students will also receive live assessments and feedback throughout the scheme of work.</li></ul>	<p>points throughout the scheme of work.</p> <ul style="list-style-type: none"><li>Students will also receive live assessments and feedback throughout the scheme of work.</li></ul>	<p>final weeks of the scheme of work.</p> <ul style="list-style-type: none"><li>Students will also receive live assessments and feedback throughout the scheme of work.</li></ul>	<ul style="list-style-type: none"><li>Students will also receive live assessments and feedback throughout the scheme of work.</li></ul>
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