



Key Stage 3 Curriculum Journey: Year 8 Music

	<div> <div>←</div> <div>Week 1</div> <div>→</div> </div>					Week 39
	<i>Musical Eras</i>	<i>Film Music</i>	<i>Blues Music</i>	<i>Guitars</i>	<i>Music Technology</i>	
Key content (know that... know how...)	<ul style="list-style-type: none"> Standard notation. Treble and bass clef application and reading. The elements of music. Historical and cultural context of the eras of music. Listening and appraising music from each era: Early/Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century. Performing, melody with chords, from one of the eras 	<ul style="list-style-type: none"> Exploring the importance music in films. Historical exploration of music in films. Key film music composers. Use and development of the leitmotif in film music. Explore, rehearse and perform leitmotifs. Listen to pieces of music for film with discrimination and recognise the elements of music within them. Composing music for film. 	<ul style="list-style-type: none"> Standard notation. Treble and bass clef application and reading. 12 Bar Blues. Chords I, IV, V Improvisation using the blues scale. Extended chords (dominant 7ths). Composers of The Blues. Historical, cultural and geographical understanding of the blues origins. Composing in the blues style. Performing in the blues style. Keyboard, guitar (ukulele) instrumentation. Listening with increasing discrimination. Elements of music. 	<ul style="list-style-type: none"> Standard notation Guitar tab Learn A, D, E chords for Three Little Birds Learn Am, C, G chords for Shake it Off Listening and appraising of famous guitar pieces with contextual information Elements of Music Perform in time with the accompaniment 	<ul style="list-style-type: none"> Exploring the importance of navigating sequencing software Listening and appraising of traditional music structures e.g. binary, ternary, rondo, verse-chorus, exploring themes which demonstrate these Compose using a specific form using a sequencing program Listen to pieces of music, with discrimination and recognise the elements of music within them. 	
Prior Knowledge	<ul style="list-style-type: none"> Recognise instrumentation. Listening with discrimination to apply and identify the elements of music. Sonorities of the orchestra. Reading standard notation. Chords/triads. 	<ul style="list-style-type: none"> Recognise instrumentation through listening with discrimination. Application of the elements of music. 	<ul style="list-style-type: none"> Simple chords (triads). Keyboard, guitar, ukulele skills. Elements of music. Improvisation. 	<ul style="list-style-type: none"> Recognise instrumentation. Listening with discrimination to apply and identify the elements of music. Reading standard notation. Chords/triads. 	<ul style="list-style-type: none"> Recognise instrumentation. Listening with discrimination to apply and identify the elements of music. Reading standard notation. 	
KS 3 Na	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble 	<ul style="list-style-type: none"> Use staff and other relevant notations appropriately and 	



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



	Students will also receive live assessments and feedback throughout the scheme of work.	final weeks of the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.	points throughout the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.	Students will also receive live assessments and feedback throughout the scheme of work.	Students will also receive live assessments and feedback throughout the scheme of work.
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