

Year 8 Curriculum Map 2021-22

Half term	Unit Title Hyperlink to SOW	Description	Skills & content covered	Assessments / criteria		Skills & content revisited	Links to GCSE skills and content	How work will be standardised or moderated	PERFORMANCE OPPORTUNITY
8.1	Freedom Song - The Story of the Fisk Jubilee Singers	Teaches pupils about the lives and legacy of the Fisk Jubilee Singers, whilst revising the elements of music and improving their singing and arranging skills.	Listening and appraising: Students will learn about the history of the Fisk Jubilee Singers, alongside listening to and analysing a series of their most famous songs. Performance: Pupils will sing a selection of spirituals and plantation songs and develop their singing technique and ability to sing in harmony. Composition: Pupils will have the opportunity to create a musical arrangement of the famous poem 'Still I Rise' by Maya Angelou.	Formative assessment throughout the lessons concerning pupils' effort and engagement in the practical activities and a summative assessment encompassing a written analysis of one of their songs.		Revising elements of music knowledge from last year.	Building knowledge for the composition and appraisal units of the GCSE. Developing confidence in ensemble performance.	Sampled at department meetings and standardised for set year group.	Singing together as a class, with the opportunity for smaller group singing and solos.
8.2	Harmony and the Blues	Teaches pupils the fundamental basics of harmony in music whilst learning how to play the 12-bar blues chord sequence on the piano and ukulele. Pupils will eventually create their own 'blues jams' featuring the 12 bar blues chord pattern, walking bassline, blues scale riffs and improvisations and potentially even their own lyrics.	Music theory: Pupils will learn how to form any major or minor chord on the piano and will develop their knowledge of the blues. Performance: Students will learn how to play the 12-bar blues on the piano and ukulele, as well as the blues scale and walking bassline on the piano, allowing them to put together a blues performance.	Formative assessment throughout the lessons and summative assessments of ensemble 'blues jam' performances alongside a blues listening assessment.		We will be revising the elements of music with various listening starters/plenaries and developing our knowledge of chords and chord sequences from last year.	Understanding chords and chord sequences is essential for composition and the listening and appraising paper. Learning chords on the keyboard and ukulele develops skills as both a solo and ensemble musician. We also study the Blues when discussing Rock 'n' Roll music during Area of Study 5: <i>Conventions of Pop</i> .	Sampled at department meetings and standardised for set year group.	Learning the 12-bar blues on the keyboard and ukulele and learning how to play walking basslines, the blues scale and blues riffs on the keyboard.
8.3	How to Build a Pop Song	Breaks down the main components of pop songs into four sections: chords, basslines, drumbeats and melodies. Students learn how to create and layer each of these components on Logic to gradually make their own pop song.	Composition-based module: Pupils will learn about how to build a pop song and experiment creating their own. Music theory: Students will revise how to read musical notation, how to form chords, how to create effective basslines and how to identify different drumbeats and rhythms.	Formative assessments throughout the lessons with the summative assessment being their submitted pop song at the end of the scheme of work.		We will be revisiting the elements of music and musical notation in our detailed analysis of melodies, basslines, rhythmic lines and chords. Pupils will continue to further their instrumental skills on the keyboard and their compositional and music technology skills using the Logic software.	Understanding how pop songs are made directly links to Area of Study 5 <i>Conventions of Pop</i> . Learning how to create the various components of pop songs develops compositional skills and instrumental skills on the keyboard.	Sampled at department meetings and standardised for set year group.	Learning how to perform simple four-chord sequences on the keyboard and layer this up with basslines, melodies and drumlines.
8.4	Rhythms of the World	Introduction to African Drumming, Samba and Bhangra music. For each topic, pupils will learn about the musical traditions and instruments associated with each style and there will be whole-class performance opportunities including forming an African drumming ensemble, creating Samba bands, and building a Bhangra composition on Logic.	Listening and appraising: Pupils will analyse music from multiple genres using the elements of music. Performance: Pupils will engage in whole-class and small group performances, featuring improvisations, call and response and solo sections. Composition: Pupils will be building their own drum circles, Samba grooves and Bhangra compositions both live and using Logic software.	At the end of each topic there will be a summative assessment in the form of a small-group performance or paired composition. There will also be a summative written paper concerning the key terms learned in this module.		Mostly new content, however there will be many references to the elements of music and comparisons to instruments of the orchestra learned last term.	Direct link to Area of Study 3, entitled <i>Rhythms of the World</i> , which covers music from India and the Punjab region, Eastern Mediterranean and the Middle East, Central and South America, and Africa.	Sampled at department meetings and standardised for set year group.	Heavily performed-based module, we will be using the djembes and Samba instruments to create drum circles and Samba bands.
8.5	Film Music	Invites pupils to listen to an array of contrasting film scores and analyse them according to the elements of music, commenting on how the music brings the visual to life. Pupils will also learn about some key film composition terminology and techniques, whilst having the chance to create their own film themes.	Listening and appraising: Pupils will analyse film scores according to the elements of music and learn new analytical terms. Pupils will also revise different orchestral instruments and timbres, be able to recognise instruments aurally and understand the musical terms timbre and instrumentation. Compositional skills: Students will then have the chance to compose their own piece of film music using live instruments and Logic compositional	Summative extended writing assessment on film music, and formative assessments on film music compositions.		Revising elements of music to complete detailed musical analysis of film scores, revisiting instruments of the orchestra to aid appropriate analysis of musical instrumentation, building on IT and compositional skills with the Logic-based film theme composition task.	Direct link to Area of Study 4: <i>Film Music</i> . Listening and appraising paper requires pupils to recognise different instruments aurally and write about timbre and instrumentation. Extended writing about music is great practice for long-answer questions during the written paper.	Sampled at department meetings and standardised for set year group.	Opportunity to witness multiple film music performances and create their own piece of film music using the instruments and Logic Software.
8.6	Band Project	Pupils will put all of their musical skills to the test in this module, as they will select a piece of music to perform in groups of their choosing. This will also be a research project, as pupils will be guided through finding their own music, working out the individual parts, and rehearsing effectively until they are performance ready!	Listening and appraising: There will be multiple revision starters and plenaries focused around the skills learned this year, such as listening activities focused around the elements of music, chords, film music and pop song components. Performance: Pupils will be responsible for creating performances in small groups, including selecting and rehearsing the repertoire themselves.	At the end of this scheme of work each group will share back their performances and be assessed on these. They will also be formatively assessed on their contribution to the rehearsal process and any leadership qualities shown.		Revisiting musical learning of chords and melodies on the keyboards and ukuleles, as well as singing technique. Revising topics learned this year in starters and plenaries, including elements of music, chords, musical notation, instruments of the orchestra and world music terminology.	Solo and ensemble performance forms 30% of the GCSE course, so introducing pupils to this component now is very useful in developing their musicianship, confidence and promoting a dedicated work ethic.	Recordings will be taken of performances, and sampled at department meetings to ensure standardisation.	Pupils will be creating a performance of their choice in small groups.