

Curriculum Map 2025-26								
Year 8								
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria	Homework Links (to be set once a fortnight)
Autumn 1	<a href="#">Soundtracks (plus MAD T-SHIRT revision)</a>	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.	Pupils will have the opportunity to learn: - How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. - How timing is a crucial factor in the composition and performance of music for film. - How film music can change the viewer's interpretation of a scene. - How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.	Mostly new content, however there will be many references to the elements of music and instruments of the orchestra to represent characters and ideas within soundtracks.	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.	Formative assessments on film music compositions and various listening questions.	Summative extended writing assessment on film music.	
Autumn 2	<a href="#">Videogame Music</a>	The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. The unit ends with pupils undertaking a performance project based on a computer or video game theme or creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects.	Pupils will have the opportunity to: - Understand the various ways in which music is used within a range of computer and video games from different times. - Understand, describe and use common compositional and performance features used in computer and video game music. - Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. - Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.	Revising elements of music to complete detailed musical analysis of videogame themes and developing computer skills in creating their own piece of videogame music.	Direct link to Area of Study 4: <i>Film Music</i> . Furthering experience on Logic Pro will improve GCSE compositions, and playing character themes on the keyboards develops ensemble performance skills.	Formative assessments throughout the lessons, particularly with regards to music technology skills.	Summative assessment being a performance project or videogame composition.	
Spring 1	<a href="#">All That Jazz - Jazz and Blues</a>	This unit develops pupil's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres. Instruments, timbres, and sonorities used in Jazz and Blues are also explored and the different roles between Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands.	Pupils will have the opportunity to: - Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. Know, recognise, and perform Chords I, IV, IV7, V & V7 in different ways e.g. as a Walking Bass Line. - Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale. - Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.	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> .	Formative assessment throughout the lessons, including performance, composition and listening tests.	Summative assessments of ensemble Jazz performances or compositions.	
Spring 2	<a href="#">All About That Bass - An Introduction to Bass Clef</a>	Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places. Pupils begin by exploring the various meanings of the term 'bass' before looking at the Bass Clef and the names of the notes in the lines, spaces and ledger lines on the Bass Staff. Instruments and voices which use the Bass Clef are referred to throughout the unit.	Pupils will have the opportunity to: - Understand how the Bass Clef is used as a form of musical notation. - Identify musical instruments and voices which use the Bass Clef. - Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music. - Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.	We will be revisiting the elements of music and musical notation in our analysis of bass riffs and the use of the bass clef. Pupils will continue to further their instrumental skills on the keyboard and their compositional and music technology skills using the Logic software.	Understanding basslines directly links to Area of Study 5 <i>Conventions of Pop</i> . Learning how to play and build arrangements using basslines develops compositional skills and instrumental skills on the keyboard or Logic Pro.	Formative assessments throughout the lessons with regards to pupils' understanding of bass clef and bass riff performances.	Summative assessment being a Bass Clef notation quiz and bass clef riff performances or arrangements.	
Summer 1 and 2	<a href="#">What Makes a Good Song? - Band Project</a>	Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within a range of other popular songs. Lead Sheet notation is used throughout the unit and pupils are encouraged to confidently navigate around lead sheets evaluating what musical information is, and is not, included in this form of notation. The unit ends with pupils creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre.	Pupils will have the opportunity to: - Understand the different textural and structural elements of a song/popular song. - Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.	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.	Formative assessment on pupil contribution to the rehearsal process and any leadership qualities shown.	Summative assessment of group performances at the end of the scheme of work or a Logic pop song composition.	