

## Subject Curriculum Overview for Academic Year 2023/2024

Subject: Music		Subject Leader: Mrs Jarvis	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Half term 1: Video Game Music</p>	<p><b>End Points:</b> Students will have explored chiptune and 8-bit music, and used technology to create their own Students will have performed famous video game music using keyboards, exploring how themes suit certain characters/events</p> <p><b>Knowledge:</b> Students will understand the purpose of music in video games and the way that the genre has developed Students will understand and be able to accurately use the key vocabulary</p>		<p>Dynamics, rhythm, tempo, pitch, timbre, texture, silence, duration, chiptune, 8-bit, character motif</p>	<p>Individual composition Individual performance Self-evaluation</p>
<p>Half term 2: The Blues</p>	<p><b>End Points:</b> Students will have learned to play a 12 bar blues chord sequence Students will have used improvisation to create melodic ideas in a Blues style Students will have performed Blues pieces as part of an ensemble</p> <p><b>Knowledge:</b> Students will understand the social and cultural context of the Blues Students will understand the meanings of and be able to accurately use the key vocabulary relating to the Blues</p>		<p>12 bar blues, improvisation, Blues scale, Primary chords, Call and response, chord box, TAB, parts of a guitar (body, neck, head, tuning pegs, strings, soundboard, sound hole, bridge)</p>	<p>Whole class performance Small group performance Individual improvisation Self-evaluation End of term knowledge test</p>

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Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Half term 1: Music Tech and Sampling</p>	<p><b>End Points:</b> Use music technology to create a backing track for a hip hop song Write and perform a rap in time with a track of own creation</p> <p><b>Knowledge:</b> Understand the development of music technology since the 1970s Understand how sampling has been used by popular music artists Understand the implications of sampling in the context of copyright law</p>		<p>Sampling, sample, hip hop, copyright, riff, ostinato, rap, synthesiser, loop</p>	<p>Individual composition Individual performance Self-evaluation</p>
<p>Half term 2: Programme Music</p>	<p><b>End Points:</b> be able to identify and describe the key features of Romantic and Programmatic music be able to reflect an image in my own composing</p> <p><b>Knowledge:</b> How composers created atmosphere and painted images with music Specialist vocabulary to describe programme music e.g. Italian terms for tempo/dynamics, instrumental techniques (pizzicato, tremolo etc)</p>		<p>Romantic, programmatic, dynamics, timbre, tempo, pizzicato, trill, tremolo, grace note, adagio, allegro, andante</p>	<p>Whole class playalong Individual composition Group performance Self-evaluation End of term knowledge test</p>

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Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Half term 1: Minimalism</p>	<p><b>End Points:</b> be able to identify and describe minimalism techniques be able to use minimalism techniques in a composition</p> <p><b>Knowledge:</b> Understand the meaning and use of the key vocabulary. For example, how phase shifting and metamorphosis effect the melody of a piece Key features, history and figures of minimalism. For example, In C by Terry Riley as a case study</p>	<p>Metamorphosis, phase shifting, pentatonic, fragment, cell, ostinato, motif, contrapuntal</p>	<p>Performance Composition Self-evaluation</p>	
<p>Half term 2: Reggae</p>	<p><b>End Points:</b> Students will have learned to play all the parts of Three Little Birds Students will have contributed one of these parts to a small ensemble performance</p> <p><b>Knowledge:</b> Students will understand the social and cultural context of Reggae Students will understand the meanings of and be able to accurately use the key vocabulary</p>	<p>Syncopation, Offbeat, Riff, Chords, Melody</p>	<p>Whole class singing Whole class playalong Small group performance Self-evaluation End of term knowledge test</p>	

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### How parents can support learning in the subject this academic year

Ask students to describe songs they hear on radio/TV using Musical Elements vocabulary  
Encourage attendance at music clubs (choir, orchestra, jazz band, guitar club) and getting involved with the school musical

### Recommended Reading

Classic FM Friendly Guide to Music  
BBC Music Magazine

### Recommended Listening

**Video Games:** *Baba Yetu* – Christopher Tin; *Final Fantasy* - Nobuo Uematsu; *Legend of Zelda* – Koji Kondo  
**Blues:** *Crossroad Blues*, *Sweet Home Chicago* – Robert Johnson; *Hound Dog*, *Wade in the Water* – Big Mama Thornton  
**Music Tech & Sampling:** *Rapper’s Delight* – Sugarhill Gang; *Praise You* – Fatboy Slim  
**Programme Music:** *Night on Bald Mountain* – Mussorgsky, *Carnival of the Animals* – Saint-Saens  
**Minimalism:** *Clapping Music*, *Electric Counterpoint* – Steve Reich; *In C* – Terry Riley  
**Reggae:** *Legend (The Best of)* - Bob Marley & the Wailers