

Music

Year 8 Curriculum

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ACADEMY

ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Within the music curriculum it is our intention to promote the National Curriculum content to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated 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.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Performance

- To perform keyboard repertoire with both hands providing both melody & either chords/bassline in time and from notation
- To perform vocally in an ensemble setting combining multiple arts elements (Music/Drama/Dance)
- To perform in an ensemble setting with awareness of your contribution and how this contributes to the overall sound.
- To perform chordal patterns on either a guitar or ukulele following tab notation and in time with a click track
- To practise performance work independently with an ability to self-manage and identify improvements in own and other's work.

Composition

- To compose an original leitmotif with a good sense of shape and direction that signifies a chosen film character
- How to compose a Blues performance combining stylistic features of the Blues genre.
- To create a minimalist piece of music with stylistic features true of Minimalist work.
- To create an extended composition using music technology in the style of Grime or Rap, following industry expected conventions and with suitable lyrics to demonstrate the genre.

Listening & Appraising

- Provide meaningful feedback in order to refine and improve work
- To justify why composers have chosen certain instruments to fulfil a given role in the music.
- To identify compositional devices within an extract of music.
- Use of appropriate musical terminology when justifying composers intentions.
- Reflecting on feedback from peers and teachers
- To be able to explain why decisions have been made in the composition process with an awareness of style and structure.

Sequence of learning

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

The curriculum is structured based on the expectations from the National Curriculum of Music whilst purposefully embedding skills essential to the study of GCSE & A Level Music; key concepts and skills required by the end of these courses are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that musical knowledge is being understood both practically and theoretically. Year 7, 8 and 9 will study various musical genres, (historical and cultural) and through these different cultures and styles will explore, develop and refine their musical skills. Each project will provide tasks built around subject specific skills, so that over the key stage students will continue to revisit these concepts enabling them to build and advance their knowledge and skill set further as the progress through the Key Stages.

- During Autumn 1, pupils will reflect on their current keyboard playing ability that was gained through year 7 and challenge this further by performing with two hands independently at the keyboard, and performing well known film themes. As theoretical knowledge of how film music is created deepens, pupils will compose their own leitmotif for a character of their choice & demonstrate how the personality of that character can be reflected in the music.
- Pupils will move to Blues & Jazz music in Autumn 2 and look into the Historical importance of this time & how Blues Music was created. Now pupils have experienced playing with two hands, they are in a better position to combine the elements of 12 bar blues chords & walking basslines together. (With scaffolded support in pairs as necessary, or independently as scaffolding is removed) They should also begin to incorporate vocal work in with piano performance.
- Spring 1 provides cross curricular links with Music & Drama and the shared art form of Musical Theatre. Whilst a lot of time has been spent developing performance skills, students are encouraged here to think as a performer holistically, and how to combine three art forms. This will require the use of multiple performance skills across Music & PA to happen simultaneously and therefore happens at this point in time to allow these skills enough time to develop and progress.
- Spring 2 develops on the Music technology work that happened in year 7 but now with an increased focus on how different layers of texture are created within music. Composition work in year 8 will lead into this, whilst also deepening pupil's understanding of how to use a Digital Audio Workstation.
- During Summer 1 & 2, the focus becomes on expanding pupil's repertoire of styles and genres within Music. Summer 1 looks at the music of Reggae and the importance of syncopated rhythms (a technique introduced in the Blues) and how the layers of music can begin on each beat of the bar.
- Summer 2, Minimalism encourages students to actively study a set piece of Music; Steve Reich's Music for 18 Musicians, which they will perform and compose within his style. Allowing pupils to focus on one piece of music will deepen their understanding of how to analyse an extract of music and within a style

of music that should be quite unfamiliar to them.

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*

The extensive extra-curricular and co-curricular music programme enables and supports musicianship in students of varying abilities, giving opportunities for students to experience a wide variety of genres and musical ensembles. As well as all-inclusive ensembles for mixed ability students who want the enjoyment of performing with others and developing their musical skills, such as Choir, Musical theatre, Ukulele Group, Samba Band and Orchestra.

These ensembles are able to challenge the students and prepare them for further studies in the field. The annual School Production is another opportunity to stretch and challenge the students; by auditioning to be a member of the cast, where the expectation is that all cast members and musicians develop performance talent and professionalism. These clubs/events are not only to encourage enjoyment in the arts but also for students to learn about professional expectations and performance discipline.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

VIP Derbyshire Charanga

- Cloud based software that allows students to compose within the classroom and continue their work at home.
- On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.

Chesterfield Studios:

- Provide pupils with a professional workshop experience within the combined art forms of Music, Drama and Dance
- Raising aspirations of what it would be like to work in a professional company

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

In line with the National curriculum & KS4 criteria the three core components that are addressed at KS3 are Performance, Composition and Listening & Appraising Music.

Vocal skills: Creating AAB song lyrics, Chorus/Company work, performing in an ensemble, understanding voice types and ranges

Keyboard skills: 12-Bar Blues, 4 finger seventh chords, performing with 2 hands via a melody & chords/bassline.

Staff notation: Chords I, IV, V, Following vocal work from a Libretto,

Guitar skills: Reading tab notation, playing to a click track, Offbeat rhythms (Syncopation), Polyphonic textures,

Ukulele skills: Varying strumming patterns, playing to a click track.

Compositional skills: Improvisation on a chord sequence, Creating a leitmotif, phase shifting, melodic decoration

Music technology: Programming synth lines, arranging a track using a DAW, organising lyrics to fit into bars, recording and mixing vocals.