

Music – Year 8 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1 Programme Music <ul style="list-style-type: none"> Carnival of the Animals – writing for purpose Musical elements Story-telling through music Conveying emotion 	<p>To begin understanding that the way music is played greatly impacts the mood created.</p> <p>To develop prior knowledge of musical elements and start to use these describe music.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Performing with confidence Reading notation (pitch & rhythm) Teamwork skills <p>Assessment:</p> <ul style="list-style-type: none"> Performance task – with a partner, perform In the Hall of the Mountain King. Listening tasks – consider the moods and images created by music. Observed practise 	<p>To understand how to play with correct keyboard technique.</p> <p>To understand how to play with the correct style.</p> <p>To develop teamwork and ensemble skills, by working collaboratively in pairs and groups.</p> <p>To give positive and constructive feedback to peers using correct terminology.</p>
Term 2 & 3 Calypso, Samba & Reggae <ul style="list-style-type: none"> How music differs in other parts of the world. How to use steel pans and a variety of percussive samba instruments. Key features of calypso, samba and reggae styles 	<p>To develop knowledge of rhythm and texture terminology.</p> <p>To study the history of the three musical styles and the importance of them to the heritage of the countries where they were created.</p> <p>To understand links between Western music and other cultures.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Performing with confidence Reading notation (pitch & rhythm) Teamwork skills Communicative skills Leadership skills <p>Assessment:</p> <ul style="list-style-type: none"> Performance task – to perform a piece of Reggae music in a small group. Observed practise 	<p>To learn key terms including syncopation, groove, riffs, polyrhythms, cross-rhythms.</p> <p>To gain experience of using steel pans and samba bateria.</p> <p>To develop teamwork and ensemble skills, by working collaboratively in pairs and groups.</p>
Terms 4 & 5 Musicals <ul style="list-style-type: none"> Different performance mediums 	<p>To further improve keyboard skills with the inclusion of chords</p>	<p>Skills:</p> <ul style="list-style-type: none"> Composition & creative skills 	<p>To learn about the importance of chords in all forms of music.</p>

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<ul style="list-style-type: none"> How to play emotively Major/minor chords and how they are used in musicals 	To continue using musical terminology to describe music	<ul style="list-style-type: none"> Ensemble skills by maintaining their own part Performing with confidence Reading notation Teamwork skills <p>Assessment:</p> <ul style="list-style-type: none"> Composition task –choose appropriate chords in order to support a given melody Observed practise 	<p>To be able to play chords using one-hand in time with a partner.</p> <p>To be able to recognise different performance mediums based on what art forms are in a performance.</p>
<p>Term 6</p> <p>Blues</p> <ul style="list-style-type: none"> Keyboard skills with a focus on playing technique Features of the blues 	<p>To develop understanding of chords, with the inclusion of extended chords.</p> <p>To revisit improvisation and consider what makes a good improvisation.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Performing with confidence Improvisation skills Reading notation (pitch & rhythm) <p>Assessment:</p> <ul style="list-style-type: none"> Performance task – perform a piece of blues music with improvisations as a feature Observed practise 	<p>To understand key blues terminology including swung rhythms, walking bass and 12-bar blues.</p> <p>To consider the importance of playing with the right style in order to have the desired impact.</p>

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Resources and/or activities to support learning

Websites:

[KS3 Music - BBC Bitesize](#)

[A brief history of the steel pan - BBC News](#)