









St Mary's CE High School Curriculum Map 23-24

Year 8 Music

GREEN = CROSS-CURRICULAR LINKS TO EXPLORE

The study of music provides students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

Music in Year 8 intends to develop an appreciation of music from around the world and how styles evolve over time.

	Autumn 1 <i>Fanfare – Introducing important people or occasions</i> 	Autumn 2 <i>The Blues – the origins of 'popular' songs</i> 	Spring 3 <i>Keyboard Skills – Reading Music and putting hands together</i> 	Spring 4 <i>Film Music – music to underscore picture and enhance the senses</i> 	Summer 5 <i>Pop Music 2 – the 'Formula' of number 1 hits</i> 	Summer 6 <i>The Music Industry – production/rehearsing and performing</i> 
CONTENT <i>Declarative Knowledge – 'Know What'</i>	<ul style="list-style-type: none"> Music for special occasions Note reading Chords Melody writing The 'Round' 'Gonna fly now' (Rocky keyboard piece in pairs note) 	<ul style="list-style-type: none"> History of the Blues 12 bar form and structure Blues scale Improvisation Own composition within 	<ul style="list-style-type: none"> Internalising sound My heart will go on (titanic keyboard skills) Triads Composing to a brief Arrangement techniques 	<ul style="list-style-type: none"> Composing to a time line Storyboarding techniques Writing to a brief (the Chase) Reflecting mood/atmosphere through 	<ul style="list-style-type: none"> Pop music structures and common forms Hooks/riffs Copyright Law Lyric Writing Supportive Chord Progressions 	<ul style="list-style-type: none"> St Mary's Got Talent Project Final performance (song writing competition) Production and CD creation (introduction to studio recording)

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	reading and performance task)	limitations of 12 bar structure <ul style="list-style-type: none">Lyrics (and AABA form)	<ul style="list-style-type: none">OstinatoDroneFragments	compositional techniques		and session musicianship)
Skills <i>Procedural Knowledge – ‘Know How to’</i>	<u>Composing</u> <ul style="list-style-type: none">Use Chords/Triads as a basic starting point for compositionsRecognise Triadic shape used in Fanfare writingConsider ‘Round’ as a basic introduction to polyphonyRecognise form and structure and the limitations and opportunities within a 12 bar systemUse a scale on which to base melody and hook and repetition (blues scale) <u>Listening and Appraising</u> <ul style="list-style-type: none">Listen to and recognise structure and formIdentify lyric and musical patterns/structures that place a limit composition, but enable expression and emotive responses <u>Performance</u> <ul style="list-style-type: none">Ensemble performances of lyrics and 12 bar structures – blues pieces		<u>Composing</u> <ul style="list-style-type: none">Now how to use texture and dynamics/compositional techniques to support atmospheric compositionComposition skills specific to film music – ostinato and drone/triads and melody fragmentationCreating underscore with sound events not sound effects <u>Listening and Appraising</u> <ul style="list-style-type: none">Listening to My Heart Will Go on – specific skills for ‘internalising sound’ – reproducing what you hear on the keyboard (melody transcription)How to create atmosphere from the concept of ‘Re-Use’ /arrangement techniquesUse listen to a ‘primary source’ to inspire a creative response that is related, but not copied <u>Performance</u> <ul style="list-style-type: none">Solo performance (and/or paired) of Titanic theme		<u>Composing</u> <ul style="list-style-type: none">Create homophonic harmonic support for lyricsRecognising the importance of structure including Chorus and verse/middle section. <u>Listening and Appraising</u> <ul style="list-style-type: none">Listening to a selection of pop music from different places around the world – recognising similar formats and formulasAppraisal using tiered language and ‘musical’ responses <u>Performance</u> <ul style="list-style-type: none">Ensemble performance/recording of POP pieceCreating a CD – performance to be a part of a collated work	

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		<ul style="list-style-type: none"> Creation and performance of original composition based on a primary source 	
Key Questions	<p>How has fanfare been used in historical context? (15th century onwards)</p> <p>Where do we hear traditional fanfare in today's society? (Specifically introduction to film and events)</p> <p>What is a fanfare in music, and how is it used to create a sense of grandeur and celebration in musical performances?</p> <p>Can you identify an example of a well-known fanfare, and describe how the instrumentation, rhythm, and melody create a distinctive and memorable sound?</p> <p>How has the use of fanfares evolved over time, and how do they reflect the cultural and historical context of the music?</p> <p>What does it mean to have the Blues?</p> <p>How did the transatlantic slave trade impact the development of the blues in America, and what cultural and historical significance does this musical genre hold for African Americans? (HUMS)</p> <p>What is the 12-bar blues structure in music, and how does it contribute to the emotional impact of the music? (NUM)</p>	<p>How do composers create atmosphere? How can a piece be 're-used' without infringing a copyright agreement?</p> <p>What examples of re-use can you think of in today's music that has had an impact on your life?</p> <p>What is the role of music in film, and how does it contribute to the emotional impact and storytelling of a movie?</p> <p>Can you identify an example of a well-known film score, and describe how the music enhances the themes and characters of the film?</p> <p>How do different genres of film require different approaches to music, from action-adventure to romantic comedies? How do music and sound effects work together in film to create a cohesive audiovisual experience for the audience?</p> <p>How do composers and filmmakers collaborate to create music for film, and what are some of the challenges they face in the process?</p> <p>Primary sources and re-use (HUMS and the use of pre-existing material (ENG quotations etc)</p> <p>How do layers of sound contribute to the complexity and emotional impact of music?</p>	<p>Why is pop music so formulaic?</p> <p>How could you earn money from the music industry sector?</p> <p>What roles are available within the industries that are not performance based?</p> <p>How understanding structure and target audience (BUSINESS STUDIES)</p> <p>What are the key elements of a successful pop song, and how do they contribute to its popularity and chart success?</p> <p>Can you describe the structure, melody, lyrics, and production techniques commonly used in pop music, and how they create an engaging and memorable listening experience?</p> <p>Can you identify an example of a well-known pop song, and analyse how it incorporates these elements effectively?</p> <p>How does the process of songwriting differ between solo artists and collaborative teams in pop music, and what are the advantages and challenges of each approach?</p>

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	<p>The Verse (AAB structure) (ENG/MFL syntax)</p> <p>What is 'the blues' in music, and how does it differ from other musical genres?</p> <p>Can you identify an example of a blues song, and describe how the structure, lyrics, and instrumentation contribute to the emotional impact of the music?</p> <p>How has the blues influenced other musical styles, and what cultural and historical significance does it hold? (HISTORY, PSHCE, RS)</p>		<p>Can you explain how different instruments, vocals, and sound effects can be layered together to create a rich and textured sound?</p> <p>Can you identify an example of a song that uses layers of sound effectively, and describe how the different elements of the music work together to create a unified and powerful effect?</p>		<p>Can you describe how ideas for pop songs are generated, developed, and refined, and how they are tested with audiences before release?</p> <p>How has technology and digital media influenced the production and distribution of pop music, and what new opportunities and challenges has it created for aspiring songwriters? (ICT/MEDIA)</p> <p>Can you identify an example of a pop song that has become successful primarily through online platforms, and describe how it was promoted and shared?</p> <p>Can you identify an example of a pop song that represents a particular era or moment in history, and describe how it reflects the values and concerns of that time? (HISTORY)</p>	
Assessment	'Fanfare' Assessment October	'The Blues' Assessment November	'Keyboard Skills' Assessment February	'Film Music' Assessment March Year 8 Exam Week March (written paper)	'Pop Music' Assessment May	'Pop Music' Assessment June



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Extended Learning /Extension Activities	<ul style="list-style-type: none">• Non Fiction Reading Tasks• Composer research (fanfare)• The Stave Revisit (treble and bass clef recognition)• Rhythm Maths (numeracy through rhythm notation)• Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation• Revision activities (support written examination Feb/March)• Pop Music Lyric creation• Music industry job roles – diagram and annotations• Rehearsal/practice for final talent competition
Supporting Listening And Appraisal	<p>Every lesson begins with a related 'DO NOW' task. These can be writing and/or listening exercises partly designed around pieces of music by the Great Composers and pieces of historical significance. Wherever possible, questions relate to the St Mary's weekly themes and can be connected to Collective Worship across the school. To create further co-curricular connections, there can be visual art works also relating to themes attached to the listening examples.</p> <p>Supplementary support/information and practical demonstrations are also provided and are posted regularly on the PA web pages and Google Classrooms as well as further challenge and 'reading around' activities.</p>
Techniques to Support additional needs	<p>Use visual aids: Visual aids such as pictures, diagrams, and charts can be helpful in reinforcing the concept of rhythm. You can create visual aids that illustrate the different types of notes, rests, and time signatures. This will help the students to understand the concepts better.</p> <p>Use mnemonics: Mnemonics are memory aids that can help students remember the different types of notes and their durations. For example, the phrase "Every Good Boy Deserves Football" can be used to remember the notes on the lines of the treble clef.</p> <p>Use physical movements: Incorporating physical movements into rhythm lessons can be helpful for students who struggle with auditory processing or have difficulty staying focused. You can have the students clap, tap their feet, or use instruments to keep the rhythm.</p> <p>Break down complex rhythms: For students who struggle with complex rhythms, it can be helpful to break them down into smaller, more manageable parts. You can start with simpler rhythms and gradually increase the complexity as the students become more comfortable with the concepts.</p>

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Use positive reinforcement: Provide positive feedback and reinforcement to encourage students with special needs to continue to participate in music class. This can include verbal praise, nonverbal cues such as a thumbs-up, or a reward system for good behaviour or effort.

Encourage participation in music activities: Encourage students with special needs to participate in music activities outside of class, such as joining a choir or band, or attending concerts and performances.

Provide individualised instruction: Students with special needs often benefit from individualised instruction. You can work one-on-one with the student to assess their strengths and weaknesses and create a customised learning plan that addresses their specific needs.

Use technology: There are many apps and software programs that can help students learn rhythm. These programs often use visual aids, games, and interactive activities to make learning rhythm more engaging and fun.