

# Subject: Music

Year 8

## Curriculum Overview



THE HART  
SCHOOL  
Creative  
Education  
Trust

**Intent:** By the end of the year students will have a secure understanding of rhythm, pitch, sight reading and performance skills. They will continue their journey with use of the voice and how this is applied in a group context. Students then develop compositional techniques utilising their knowledge of the musical elements. Students have been introduced to string instruments and developed their keyboard skills. Students consolidate the skills they have developed to produce an ensemble performance. Students will also develop an appreciation of music in history by exploring Reggae.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit 7 – Developing as a Musician</b> Develop your understanding of the voice and how to successfully execute an acapella vocal performance in an ensemble context	<b>Unit 8 - Rhythm</b> Be able to recognise different note lengths, names and values	<b>Unit 9 - Keyboard Skills</b> Build on basic key keyboard skills and understanding of notation by the use of two hands	<b>Unit 10 – Ensemble Skills</b> Exploring the link between instrumentation and performing as a group ensemble	<b>Unit 11 – Musical Elements</b> Develop knowledge of key elements in Music and apply them to an original composition	<b>Unit 12 – Historical Context</b> Exploring Cultural Capital, History and music in context
<b>Additional support links:</b>	<a href="#">The Voices Foundation</a>  <a href="#">Virtual Sing</a>	<a href="#">Samba</a>  <a href="#">Play Samba</a>	<a href="#">Piano Tutorial</a>  <a href="#">Piano Tutorial 2</a>	<a href="#">Sheet Music</a>	<a href="#">Bitesize</a>  <a href="#">Song Writing</a>	<a href="#">Bitesize</a>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>Understanding the importance of Pitch</li> <li>Vocal Warmups in an acapella context.</li> <li>Structure and use of the voice</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of notation and complex rhythmic devices</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading,</li> <li>Keyboard skills</li> <li>Key signatures</li> <li>Note lengths</li> <li>Bass clef</li> <li>Dotted rhythms</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of String Instruments e.g. guitar and ukulele.</li> <li>Percussion.</li> <li>Ensemble skills.</li> <li>Leadership/teamwork skills</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how elements work together to produce a piece of music and be executed effectively</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of genre specific terminology</li> <li>Stylistic awareness</li> <li>Ability to work within a group format sharing and collaborating ideas.</li> <li>Evaluating and peer assessing work, focusing on critical thinking and improvement.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>Awareness of parts and texture</li> <li>Performance Skills,</li> <li>Confidence and flair</li> <li>Leadership skills and teamwork.</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional skills, improvisation</li> <li>Confidence and flair,</li> <li>Leadership skills and teamwork</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading,</li> <li>Performance skills,</li> <li>Co-ordination (use of two hands),</li> <li>Confidence and flair</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of music in a group context</li> <li>Aural perception,</li> <li>Communication skills</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Compositional techniques</li> <li>Expression and articulation</li> <li>Creativity</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sight reading,</li> <li>Group work</li> <li>Performance skills</li> <li>Stylistic accuracy</li> <li>Improvisation</li> <li>Confidence and flair</li> <li>Collaboration/teamwork</li> <li>Reviewing (Identify success criteria)</li> <li>Peer/self-assessment</li> <li>Confidence in performing to an audience.</li> <li>Audience skills.</li> </ul>
<b>Common Lexicon:</b>	Pitch, Scales, Unison, Pulse, Intro, Verse, Chorus, Imitation, Acapella, Triad, Bassline, Beatbox.	Rhythm, rests, triplets, breve	Grand Stave, Treble Clef, Bass Clef, Ledger Lines, Duet, Solo, Ties, Accidentals, Dotted Notes	Fret board, Tab, Genre, Arrangement, Root notes, plucking, strumming, plectrum, drum notation, lead sheets	Dynamics, Tempo, Texture, Timbre, Silence, Duration, Melody, Structure, Tonality, Pitch, Rhythm	Renaissance, Baroque, Classical, Romantic