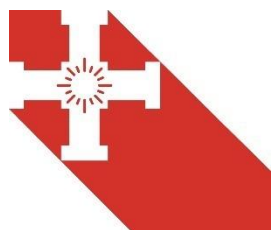


Curriculum Map: Year: 8 Subject: Music



Year 8 2024-2025

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
EDM	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Understand the musical conventions of EDM.</li> <li>• Understand the terms DAW, EDM and MIDI.</li> <li>• Understand the basic elements of harmony, the purpose of chord inversions and harmonic rhythm.</li> <li>• Further knowledge of compositional techniques by creating an EDM-style piece of music.</li> <li>• Gain further understanding of musical texture and layering.</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a simple DAW to compose their own music.</li> <li>• Manipulate midi data to correct mistakes.</li> <li>• Create music with more rhythmic interest.</li> <li>• Create a bass line using root notes of the chord.</li> <li>• Voice chords to make more musical sense, using inversions.</li> </ul>	<p><b>All students will</b></p> <ul style="list-style-type: none"> <li>• Complete an EDM composition of their own using DAW.</li> </ul>
Patterns and structures	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of three common musical forms from the western classical tradition: binary, ternary and rondo form.</li> <li>• Further knowledge of musical notation and the melodic device of sequence.</li> <li>• Gain ensemble skills in both composition and performance using Rondo form.</li> <li>• Develop their knowledge of emotive writing in music.</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify musical structures by ear.</li> <li>• Perform music from notation.</li> <li>• Use the musical elements to compose music to fit a given stimulus.</li> <li>• Create an ascending or descending sequence based on a given melody.</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Compose and perform a piece of music in Rondo form as a class. Smaller groups will be responsible for composing their own episode within the piece.</li> </ul>

**Curriculum Map: Year: 8 Subject: Music**

<p><b>Film Music</b></p>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Understand the role and importance of music in films.</li> <li>• Recognise how compositional techniques, instrumentation and musical elements affect the mood of films.</li> <li>• Understand how composers, directors and producers work together to create film.</li> <li>• Further knowledge of DAW technology</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the different roles and responsibilities given to people who contribute to making films.</li> <li>• Identify and make use of techniques and conventions used to affect mood in different genres of film.</li> <li>• Build on knowledge of DAW technology, including sequencing, automation, use of stereo field and creative effects.</li> <li>• Build on compositional skills using chords, writing an effective melody</li> <li>• Continue to develop keyboard skills using midi keyboards</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Compose a piece of music to accompany a film clip.</li> </ul>
<p><b>The Blues</b></p>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of the historical context which brought blues music to being</li> <li>• Develop their basic keyboard skills further using typical blues structures</li> <li>• Develop the ability to read notation, rhythm and learning notes on the keyboard</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Comment on the history of the blues from its roots to its development into a popular style.</li> <li>• Listen and recognise the blues style and key artists. Play a walking bass, blues scale, and improvisation</li> <li>• Develop skills as a solo performer and as part of an ensemble.</li> <li>• Listen critically to blues music, describing and evaluating key features</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Perform a 12-bar blues and improvisation</li> </ul> <p>listen to and critically comment on blues music, identifying key features</p>
<p><b>Music of Africa</b></p>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Know the cultural history of the African continent and some of its musical conventions</li> <li>• Learn the key terms syncopation, polyrhythm, master drummer and ostinato and be able to demonstrate this practically</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop ensemble skills</li> <li>• Develop their understanding of rhythm practically and aurally</li> <li>• Perform African drumming music as a group</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Perform a piece of African drumming music in groups which clearly reflects the African style</li> </ul>

**Curriculum Map: Year: 8 Subject: Music**

	<ul style="list-style-type: none"> <li>• Know the elements which make up a successful piece of African drumming music</li> </ul>		
<b>Arranging and remixing</b>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Know how the key elements which make up different styles of dance music such as House, Techno, Trance and Dubstep</li> <li>• Understand the conventions of a remix</li> <li>• Know how to enhance sound using creative effects</li> <li>• Know how texture is used to develop dance music.</li> </ul>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a more complex DAW to compose their own remix.</li> <li>• Manipulate midi data to correct mistakes.</li> <li>• Manipulate and add creative effects to recorded sound</li> <li>• Create music with more rhythmic interest.</li> <li>• Select a style of dance music and emulate its characteristics</li> <li>• Demonstrate practical understanding of Automation and Panning</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Create a remix of a given song in a chosen dance style</li> </ul>

NB: Your lessons each term are taught on a rotation basis, dependant on the classroom and equipment available. For example, you may find you start with Spring term 2 before term 1.