

<b>Subject: Music</b>		<b>Year Group: 8</b>
<b>Term 1 Key Focus/Topic(s)</b> Film Music <ul style="list-style-type: none"> <li>• Treble and bass clef</li> <li>• Rhythmic Notation – quaver, crotchet, minim, semibreve</li> <li>• Chords and bass lines</li> <li>• 3/4 tempo</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> Stomp <ul style="list-style-type: none"> <li>• Texture – monophonic, homophonic, polyphonic</li> <li>• Structure – Binary, Ternary, Rondo</li> <li>• Syncopation</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> Film and Foley <ul style="list-style-type: none"> <li>• Computer editing software</li> <li>• Midi instruments</li> <li>• Digital production</li> <li>• Technological effects – echo, reverb etc</li> </ul>
Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Create own homemade instrument	Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Film analysis
<b>Term 4 Key Focus/Topic(s)</b> Ukulele Song Choice <ul style="list-style-type: none"> <li>• Chord progressions</li> <li>• More complex chords</li> <li>• Writing chord diagrams</li> <li>• How to research and choose an appropriate piece to learn</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> Ukulele Song Choice (cont.) <ul style="list-style-type: none"> <li>• Chord progressions</li> <li>• More complex chords</li> <li>• Writing chord diagrams</li> <li>• How to research and choose an appropriate piece to learn</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> Samba band carnival <ul style="list-style-type: none"> <li>• Cross rhythms</li> <li>• Semiquavers</li> <li>• Rhythmic movement and formation</li> <li>• Samba performance tradition</li> </ul>
Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide	Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide	Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Carnival music research

**Rationale:****Unit 1**

- Builds on keyboard project work started in Year 7
- Develops understanding of chords, bass line and other types of accompaniment
- Expands understanding of the elements of music, with a particular focus on pitch, time signature and tempo

**Unit 2**

- Builds on rhythm and tempo project work started in Year 7
- Develops understanding of cross rhythms, building of textural layers and structural patterns
- Expands understanding of the elements of music, with a particular focus on rhythm, tempo, texture and structure.

**Unit 3**

- Builds on timbre and texture project work started in Year 7, introduces use of technology
- Develops understanding of midi instruments, editing software and sound engineering and editing
- Expands understanding of the elements of music, with a particular focus on timbre, texture and technological effects

**Unit 4**

- Builds on chord and melody project work started in Year 7
- Develops understanding of independent learning of musical material
- Expands understanding of the elements of music, with a particular focus on chords, melody and structure

**Unit 5**

- Explores the historical context and development of popular music styles
- Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion
- Introduces some of the elements of music, with a particular focus on texture, rhythm and structure

**Evaluation:**

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback