

## Medium Term Planning Document: MUSIC Year 8

### Curriculum Intent

The aim of the music curriculum is to build an enthusiastic, broad and creative understanding of the subject and as a tool for positively enriching the lives of young people. This will progress through each key stage, whilst building students' independence and drive to succeed.

The creative and passionate student will engage with all aspects of music, both in and out of lesson time, whilst growing their confidence and understanding of musical career opportunities. Parallel to the curriculum, there will be inclusive opportunities for solo, ensemble and whole class engagement, including the potential additions of peripatetic music lessons and diverse enrichment from network professionals, to enhance the varied and artistic curriculum.

The curriculum focusses on the three core aspects of musical opportunities: composition, performance, and theoretical knowledge. The curriculum has recently been updated to ensure a more positive progression through the key stages, ensuring that through practical music making we effectively intertwine important theoretical knowledge. The updated curriculum chronologically includes: musical elements, the creative musician, programmatic music and ensemble performance, which all aim to seamlessly transition the student into KS5. Furthermore, the updated curriculum aims to develop sustained musical ideas, discussions, and performances, alongside a growing passion for the subject.

### 'Why This, Why Now'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 8 begin with a Unit that will be build upon skills learnt throughout year 7 on the keyboard
- The Hooks + Riffs unit is completed by year 8 to allow for a focussed approach to keyboard skills earlier in the year
- Year 8 conclude the year with music writing so for the start of year 9 they understand a little of what will be required at GCSE and can address these decisions earlier on in the year

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The Medium-Term Planning document below is designed to show the journey that every student takes through the music curriculum, leading towards a Music GCSE pathway.

Some elements of the curriculum may be taught over several lessons, others in a single lesson.

MUSIC	Year 8 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Hooks + Riffs	Two handed keyboard recap lesson		<a href="#">L1.url</a>
	Warm up skills		<a href="#">L2.url</a>
	Bass lines		<a href="#">L3.url</a>
	Reading musical notation		<a href="#">L4.url</a>
	Accidentals/sharps/flats		<a href="#">L5.url</a>
	ASSESSMENT	Keyboard performance	Assessment /50 – marked with GCSE criteria – accuracy/fluency/musicality/effort
	<b>Key Words:</b> hook, riff, warm-up, treble clef, bass clef, semibreve, minim, crotchet, quaver, bass line, ostinato, walking bass line, sharps, flats, ensemble, musicality, fluency		
Evidenced on knowledge organisers and within powerpoints too.			

MUSIC			
Year 8 – Half Term 2 + 3			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Tonality + Structure	Hall of the Mountain King (literacy focus)		<a href="#">L1.url</a>
	Structures	Bell Work	<a href="#">L2.url</a>
	Treble clef notation	Recall Quizzes	
	ABA	Mini WB formative assessment in lessons	<a href="#">L3.url</a>
	Melody + Accompaniment	Demonstrations	<a href="#">L4.url</a>
	Performance	Performances	<a href="#">L5.url</a>
	ASSESSMENT	Keyboard performance	<a href="#">L6.url</a>
	<b>Key Words:</b> Grieg, notation, treble clef, bass clef, structure, tonality, major, minor, ABA, melody and accompaniment, verse, chorus, orchestra, melody, harmony, accompaniment		
Evidenced on knowledge organisers and within powerpoints too.			

**Summative Assessment:**

Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

The assessment will be formed of a solo performance on the keyboard of a two-handed piece of music, taught throughout half term 2

- Musicality /30
- Accuracy /30
- Effort /30
- Difficulty /10

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- Total = 100

MUSIC	Year 8 – Half Term 4 + 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Ensemble Musician</b>	Ukulele	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Lesson 1</a>
	Chord progressions		<a href="#">Lesson 2</a>
	Melody (recap)		<a href="#">Lesson 3</a>
	Hooks (recap)		<a href="#">Lesson 4</a>
	Drums		<a href="#">Lesson 5</a>
	Musical Genres		<a href="#">Lesson 6</a>
	Composition		<a href="#">Lesson 7</a>
	ASSESSMENT	Vocal performance	Assessment /50 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality
<b>Key Words:</b> chord progressions, major, minor, tonality, ensemble, conductor, beat, time, tempo, dynamics, genres, hooks, riffs, intervals, sharps, flats, 3rds			
Evidenced on knowledge organisers and within powerpoints too.			



## Medium Term Planning Document: MUSIC Year 8

End of year assessments will take place at the start of half term 6. This will be an ensemble performance, inclusive of all learnt techniques over the second year.

This assessment will inform pupil Rank Order in the subject.

- Musicality /40
- Accuracy /30
- Effort /30

**Total = 100**

MUSIC	Year 8 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Song Writing – Improvisation</b>	Chord Progressions	Bell Work	<a href="#">Lesson 1 1</a>
	Beat – syncopation	Recall Quizzes	<a href="#">Lesson 2</a>
	Beat + pulse	Mini WB formative assessment in lessons	<a href="#">Lesson 3</a>
	Improvisation	Demonstrations	<a href="#">Lesson 4</a>
	Composition	Performances	<a href="#">Lesson 5</a>
	ASSESSMENT	Ensemble composition	Assessment /100 – marked with the same categories at the GCSE criteria – Fluency, Accuracy and Musicality
	<b>Key Words:</b> chords, progression, improvisation, lyrical, rhyming, pulse, tempo, BPM, metronome, harmony, melody		
Evidenced on knowledge organisers and within powerpoints too.			