

### Curriculum Sequencing Overview – Year 8 Music

Week	1	2	3	4	5	6	7	8
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>Unit 1: Classical era</b> To learn about the music provision at Stanchester and expectations for music lessons	<b>Unit 1: Classical era</b> To understand the cultural context of the Classical era	<b>Unit 1: Classical era</b> To identify instruments and composers from the Classical era	<b>Unit 1: Classical era</b> To recap on note values and add a part with rests	<b>Unit 1: Classical era</b> To learn performance directions, to perform and be assessed	<b>Unit 1: Classical era</b> To learn about and compose a Variation	<b>Unit 1: Classical era</b> To continue exploration and creation of at least 3 Variations	<b>Unit 1: Classical era</b> To rehearse and perform Baroque inspired raps and to assess group skills
<b>Lesson Topics Sequence &amp; Content</b>	A reminder of expectations for music lessons A discussion about key skills learnt through music An introduction to peripatetic music lessons and the music clubs which are on offer  KO words for this term	A listening and analysis exercise An introduction to what the Classical era is and what the music sounds like A discussion about key events in the Classical era <i>Task: re-enacting the lives of Classical composers</i>	A recap on facts from the Classical era An introduction to Classical woodwind, strings, brass and percussion instruments through listening and analysis <i>Task: to play Haydn's Surprise Symphony melody on the keyboards</i>	A recap on key words from the previous lesson An introduction to note values chart Identification of these note values within Surprise Symphony <i>Task: to play bass part with rests</i> <i>Extension: to play the bass part plus melody with a partner on keyboards</i>	A recap on note values and rests An introduction to performance directions <i>Task: to play Haydn's Surprise Symphony in pairs</i> <i>Task: Performance skills are to be assessed</i>	A recap on dynamics An introduction to compositional structures Listening and analysis of Mozart's Variations of Twinkle Twinkle <i>Task: to brainstorm potential Variation ideas and start creating own Variations</i> <i>Extension: write compositions using proper music notation</i>	A recap on Variation and note values Continuation of creating Variations, considering change of tempo, dynamics, instrumentation, note values <i>Task: to continue working on Variation compositions</i>	A recap on what makes a good performance A discussion about ways to enhance performances <i>Task: to perform Variations in pairs</i> <i>Task: Group skills are to be assessed</i>
<b>Key Assessments</b>	<b>Aural skills:</b> Informal assessment: working out the notes of a simple melody	<b>Listening/research skills:</b> Informal assessment	<b>Performing skills:</b> Informal assessment: working out the notes of a simple melody	<b>Performing skills:</b> Informal assessment: working out the notes of a simple bass line	<b>Performing/ensemble skills:</b> self-assessment: working together to play notes of a simple melody	<b>Composing skills:</b> Informal assessment: creating a variation	<b>Composing skills:</b> Informal assessment: creating a variation	<b>Composing/performing skills:</b> self-assessment: ensemble skills



Week	9	10	11	12	13	14	15	16
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>Unit 2: Reggae music</b> To be able to identify key features of Reggae Music	<b>Unit 2: Reggae music</b> To identify instruments used in Reggae music and play the chords of a Reggae song	<b>Unit 2: Reggae music</b> To learn about structure and to play the chorus and verse of a Reggae song	<b>Unit 2: Reggae music</b> To be able to play a Reggae hook	<b>Unit 2: Reggae music</b> To sing and play the melody of various Christmas songs and self- assess	<b>Unit 2: Reggae music</b> To be able to create a drum pattern for a Reggae song	<b>Unit 2: Reggae music</b> To be able to play the bass part, either on bass guitar or keyboards	<b>Unit 2: Reggae music</b> To self-assess Ensemble skills
<b>Lesson Topics Sequence &amp; Content</b>	Pupils will discover where Reggae music came from, what instruments are involved and look at a Reggae artist. Pupils will learn about Key features of Reggae music through listening to a variety of examples of Reggae music Pupils will sing along to each song Pupils will make a start on their home learning by taking notes throughout the lesson	Pupils will listen to a Reggae piece by Toots and the Maytalls and identify instruments heard Pupils will then discuss what is a chord and how it is constructed Pupils will then play Bob Marley's 3 little birds chorus using the chords C and G on keyboards, guitars and ukuleles	Pupils will discuss what structure is They will listen to 3 little birds and follow the structure Pupils will learn to play the D major chord and play the verse to 3 little birds-singing along When confident pupils will be encouraged to play the verse <i>and</i> chorus and sing along in small groups	Pupils will discuss and identify the key signature, time signature and clefs for 3 little birds Pupils will recap on treble clef notation Pupils will play the melody of 3 little birds Pupils will play melody with chords from previous lesson	Pupils will listen to several Christmas songs and sing along Pupils will learn to play the melody of various Christmas songs Pupils will self-assess their singing abilities Pupils will perform songs to the class at the end of the lesson * If pupils wish to continue playing Reggae melodies they can, but will still need to assess their singing skills*	Pupils will learn of the African links to Reggae music and of the type of drums which are sometimes used within a Reggae band Pupils will follow a body percussion video for 3 little birds to learn what rhythms work with the music. Pupils will then follow a video which uses musical notation Pupils will then create their own drum patterns to accompany their music	Pupils will revise what is TAB on how the bass guitar only uses 4 strings rather than 6 for a guitar. Pupils also revise bass clef notation Pupils will be encouraged to try the bass guitar, 1 per group or play the keyboard. Pupils will perform to the class at the end of the lesson	Pupils will rehearse their Reggae song in small groups Pupils will need to ensure their songs are either a complete song or a definite section of a song. Pupils must ensure each person within the group has a role to play Pupils will consider refining their performances with dynamics, thought to phrasing and performance directions is essential Pupils will self-assess their group skills
<b>Key Assessments</b>	<b>Singing skills:</b> Informal assessment: working out the notes of a Reggae song	<b>Performing skills:</b> Informal assessment: working out the notes of a Reggae song on instruments	<b>Performing skills:</b> Informal assessment: working out the notes of a Reggae song	<b>Performing skills:</b> Informal assessment: working out the notes of a Reggae song	<b>Singing skills:</b> self-assessment: of singing skills	<b>Improvising skills:</b> Informal assessment: working out the notes of a Reggae song	<b>Performing skills:</b> Informal assessment: working out the notes of a Reggae song	<b>Performing/ensemble skills:</b> self-assessment: ensemble skills



Week	17	18	19	20	21	22	23	24
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>Unit 3: EDM</b> To understand the context of Disco music and to play a 4 on the floor beat	<b>Unit 3: EDM</b> To understand what a Disco hook and riff are and to play one	<b>Unit 3: EDM</b> To create a disco accompaniment on synthesisers	<b>Unit 3: EDM</b> To create a multi-layered disco track	<b>Unit 3: EDM</b> To understand the context of EDM and to play examples	<b>Unit 3: EDM</b> To analyse the structure of a 1990's EDM track	<b>Unit 3: EDM</b> To create and produce a club dance track	<b>Unit 3: EDM</b> To complete their club dance track and self-assess
<b>Lesson Topics Sequence &amp; Content</b>	Pupils will learn about the origins of Disco and its main artists have a go at Disco dancing be introduced to instruments from the drum kit and learn about "4 on the floor" work in pairs to produce rhythms to accompany "Stayin Alive" by the Bee Gees and perform these to the class at the end of the lesson	Pupils will learn about the difference between a hook and a riff listen to Night Fever: Bee Gees and identify the hook play the hook for Night Fever on keyboards adding in 7 <sup>th</sup> chords where appropriate try the chords on ukuleles, guitars + bass Extend themselves by adding in a drum beat	Pupils will learn about tempo and use of reverb on disco vocals learn about instrumentation of Disco music listen to Donna Summer's "I feel love" and identify use of synthesiser learn to play the chords of the song and the importance of chords I, IV + V and how they are constructed try these on a variety of instruments	Pupils will listen again to Donna Summer's "I feel love" and will identify the texture throughout recap on the structure of her piece use a DAW to create the different layers starting with drumbeats, bass line, extended bass line + vocals pupils will listen to each other's tracks	Pupils will Learn about EDM including House and Techno Learn about the key features of EDM Listen to a variety of EDM and discuss the key features Play EDM popular riffs on keyboards	Pupils will Listen to No Limit by 2 Unlimited a Techno piece Pupils will look at the structure of the piece, following the various riffs Pupils will try these on a variety of instruments and perform to the class	Pupils will Consider elements used to create a EDM track Consider Mixing in, Grooves, breakdowns, mixing out Pupils will work in small groups using a DAW to produce a club dance track of their choice Pupils can sample dance tracks if they want	Pupils will Recap on elements used to create a EDM track and discuss their progress so far Consider instrument choices. Tempo, loops, chords, riffs/hooks Complete their pieces and take time to reflect on their products Complete a self-assessment
<b>Key Assessments</b>	<b>Performing/singing skills:</b> Informal assessment: notes of a EDM piece	<b>Performing skills:</b> Informal assessment: notes of a EDM piece	<b>Performing skills:</b> Informal assessment: notes of a EDM piece	<b>Performing/production skills:</b> Informal assessment: layering of a EDM piece	<b>Performing skills:</b> Informal assessment: working out the notes of EDM riffs	<b>Performing skills:</b> Informal assessment: working out the notes of EDM riffs	<b>Composing/producing skills:</b> Informal assessment: EDM piece	<b>Composing/production skills:</b> self-assessment: EDM piece



Week	25	26	27	28	29	30	31	32
<b>Unit Theme and Assessed Knowledge / Skills</b>	Unit 4: Blues/Rock n Roll To learn the cultural context of the Blues	Unit 4: Blues/Rock n Roll To identify instruments used in Blues music and to play 12 Bar Blues chords	Unit 4: Blues/Rock n Roll To understand what improvisation is and to play using the Blues scale	Unit 4: Blues/Rock n Roll To use a DAW to record 12 bar blues chords and improvisation	Unit 4: Blues/Rock n Roll To learn the cultural context of early Rock and Roll music and to play a Rock and Roll song	Unit 4: Blues/Rock n Roll To learn about "The King of Rock and Roll" and to play one of his songs	Unit 4: Blues/Rock n Roll To learn about the transition to Rock music and to play Bohemian Rhapsody.	Unit 4: Blues/Rock n Roll To use a DAW to create a remix of a Rock n Roll/Rock song
<b>Lesson Topics Sequence &amp; Content</b>	<b>Pupils will:</b> Learn about cultural context of the Blues (slavery) and work- songs. Learn about early Blues artists e.g. BB King and will listen to his music. Listen to key features of the Blues Learn about slave songs and play one on the keyboard.	<b>Pupils will:</b> Listen to Blues songs and consider which instruments are playing Describe solo guitar playing in detail Pupils will learn the chords for the 12 bar blues and play them, with the added 7 <sup>th</sup> if ability allows.	<b>Pupils will:</b> Listen to Blues songs and consider which instruments are playing Describe solo guitar playing in detail Pupils will learn the chords for the 12 bar blues and play them, with the added 7 <sup>th</sup> if ability allows.	<b>Pupils will:</b> Use a DAW to record Learn how to connect a keyboard to the computer Learn how to layer different tracks As an extension a few may want to record their guitar playing into the DAW	<b>Pupils will:</b> Revise the key features of the Blues Learn how Blues developed into Rock n Roll Listen to Little Richard and Bill Haley and the Comets and identify instruments Play 1,2, 3, O'Clock rock on keyboards/guitar	<b>Pupils will:</b> Learn about Elvis Presley and his contributions to the music industry. Listen to Hound dog and describe it using the musical elements. Acknowledge Mama Thornton Play Hound dog in groups	<b>Pupils will:</b> Learn how Rock n Roll transitioned into Rock Learn about the band Queen and how it was influenced by former Rock n Roll artists such as Elvis. Sing and play Bohemian Rhapsody as a class	<b>Pupils will:</b> Record a Rock n Roll/Rock riff into DAW Use loops to create a remix of their chosen song Self-assess on their ability to improvise and create
<b>Key Assessments</b>	<b>Performing/listening skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/singing skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/improvising skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/production skills:</b> Informal assessment: notes of an early Blues piece	<b>Research/listening skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/singing skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/singing skills:</b> Informal assessment: notes of an early Blues piece	<b>Performing/production skills:</b> Informal assessment: notes of an early Blues piece



Week	33	34	35	36	37	38	<b>Summer break</b>
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>Unit 5: summative</b> To recap on knowledge previously attained from Unit 1: Classical music		<b>Unit 5: summative</b> To recap on knowledge previously attained from Unit 2: Reggae Music		<b>Unit 5: summative</b> To recap on knowledge previously attained from Unit 3: Dance Music		
<b>Lesson Topics Sequence &amp; Content</b>	<p style="text-align: center;"><b>Students will complete a quiz referring to:</b> Context of Classical music, families of Classical instruments, their ability to play a Classical piece</p> <p style="text-align: center;">Students will be marked out of 18</p>		<p style="text-align: center;"><b>Students will complete a quiz referring to:</b> Context of Reggae music, Reggae instruments, their ability to play a Reggae piece</p> <p style="text-align: center;">Students will be marked out of 18</p>		<p style="text-align: center;"><b>Students will complete a quiz referring to:</b> Context of Dance music, Dance composers/genres their ability to play a dance piece</p> <p style="text-align: center;">Students will be marked out of 18</p>		
<b>Key Assessments</b>	<p style="text-align: center;"><b>Research/Performing skills:</b> Informal assessment: working out the notes of a Reggae song</p>		<p style="text-align: center;"><b>Research/Performing skills:</b> Informal assessment: working out the notes of a Reggae song</p>		<p style="text-align: center;"><b>Research/Performing skills:</b> Informal assessment: working out the notes of a Reggae song</p>		