



<b>Overview</b>	<p>At WHGS our curriculum features the development of musical skills and knowledge at its core, through the development of technique (performance and music technology), construction (composing and improving) and critical engagement – all of which are woven into each unit of learning, revisited, and developed throughout.</p> <p>The music curriculum in year 8 is carefully sequenced (37x75min lessons a year) to introduce students to progressively more challenging concepts. In term one, curriculum provides an opportunity to re-affirm musical end points in year 7 which act as a springboard in developing an understanding of the construction of musical structures over time such as melody, tonality, and large-scale structure (the horizontal). All through various practical, composition based and listening activities.</p>
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<b>Autumn Term</b>	<p><b>Ensemble Musician:</b> <b>7x 75min lessons</b></p> <p>First topic of year 8, re-affirming and developing skills taught in year 7 and previous Primary experiences.</p> <ul style="list-style-type: none"> <li>■ Further exploration of band musicianship skills as whole ensemble / ensemble etiquette and discipline</li> <li>■ Further exploration of chords/ exploring different keys.</li> <li>■ Further exploration of piano and ukulele skills, exploring chords, chord charts and texture, RH and LH, sustained, pulsing, rhythmical chords, strumming patterns. (Guitar / Bass Guitar dependant on class and resource)</li> <li>■ Chair drumming and 2/3way co-ordination, four to the floor, rhythms, time signatures, more advanced rhythmical patterns, off-beat drum patterns.</li> <li>■ Vocalisations, internalization of pitch, opportunity to take leading vocal roles.</li> <li>■ Extended critical listening, knowledge and understanding of elements (musical features and devices), to be used in comparison questions, open ended questions</li> </ul>	<b>Assessment</b>
	<p><b>Melody &amp; Harmony (Advancing Piano Skills):</b> <b>6x 75min lessons</b></p> <p>Continuation of developing knowledge and practical skills through piano studies:</p> <ul style="list-style-type: none"> <li>■ Further exploration of piano skills (5-digit conjunct melody with I, IV and V chords), expectation for all to play variations of RH/LH.</li> <li>■ Piano skills further extended to explore a piece outside the 5digit RH part, exploring key beyond C major, use of accidentals.</li> <li>■ Extended knowledge of musical features and devices, treble clef notation advanced, cadences, inversions, phrasing, harmonies (3rds / 6ths)</li> <li>■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions.</li> <li>■ Continuing to develop awareness of accidentals, relative major and minor and musical phrasing.</li> </ul>	<ul style="list-style-type: none"> <li>■ All formative assessment</li> <li>■ Frequent Verbal feedback / performance</li> <li>■ Fortnightly homework quizzes in teams</li> <li>■ VT work, verbal reflection/ class discussion</li> <li>■ Composition pieces</li> <li>■ EDSA musicianship grid</li> <li>■ (Progress booklet work)</li> </ul>

Spring Term	<b>Melody &amp; Harmony (Advancing Piano Skills):</b> Continuation of the unit above if needs completing.	<b>Assessment</b>
	<b>Developing Rhythms (through Samba):</b> <b>3x 75min lessons</b> Continuation of developing knowledge and practical skills through whole class Samba: <ul style="list-style-type: none"> <li>■ Further exploration of band musicianship skills as whole ensemble / ensemble etiquette and discipline</li> <li>■ Reading and recalling more advanced rhythmical patterns</li> <li>■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices, polyrhythm, cross rhythm, syncopation, developing understanding of structure and texture, timbre/sonority.</li> <li>■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions.</li> </ul>	
	<b>RAP Beats (using a DAW to arrange music):</b> <b>7x 75min lessons</b> Revisiting sequencing, using a DAW to compose and arrange music. (YuStudio / VIP Charanga. <ul style="list-style-type: none"> <li>■ Exploring use a DAW to step in and sequence drum loops, bass riffs, build chords.</li> <li>■ Learning how to use editing tools (cut, copy, paste, trim) as well as plug ins (delay, reverb, filters and risers)</li> <li>■ Learning how to create a structure that shows musical development (repetition and contrast) using stepped parts and loops and samples.</li> <li>■ Through rehearsal, taking lyrics and rhythmically applying to the finished sequence.</li> <li>■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval.</li> <li>■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions.</li> </ul>	

Summer Term	<b>Riff Lines (Advancing instrumental and notation reading skills):</b> <b>6 x 75min lessons</b> Continuation of developing knowledge and practical skills through instrumental studies: <ul style="list-style-type: none"> <li>■ Further exploration and development of piano and ukulele / guitar-based skills (extended 5-digit RH part, accidentals, different keys and learning TAB)</li> <li>■ Extended knowledge of musical features and devices; reading musical signs and symbols and alternative forms of notation (treble, bass, drum, and TAB). Understanding the difference between a riff, hook and ostinato.</li> <li>■ Composing a riff based on a series of success criteria and new learnt knowledge.</li> <li>■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions.</li> </ul>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>■ All formative assessment</li> <li>■ Frequent Verbal feedback / performance</li> <li>■ Fortnightly homework quizzes in teams</li> <li>■ VT work, verbal reflection/ class discussion</li> <li>■ Composition pieces</li> <li>■ EDSA musicianship grid</li> <li>■ (Progress booklet work)</li> </ul>	

<b>Summer Term</b>	<p><b>Music for Adverts (using a DAW to arrange music):</b>  <b>7x 75min lessons</b>          Continuation to sequencing and using a DAW to compose and arrange music. (iMacs, garage band, logic pro X)</p> <ul style="list-style-type: none"> <li>■ Retrieval in application and editing of loops, samples, SFX and MIDI.</li> <li>■ Intro in developing understanding of moving image - structure and texture for narrative purposes, development of musical material, dramatic effect.</li> <li>■ Retrieval, automation, basic introduction to plug-ins (e.g. Reverb) using advanced software.</li> <li>■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval, e.g. introducing foley, underscore.</li> <li>■ Considering how all musical devices and features can collectively evoke mood and emotion and their application by a composer.</li> </ul>	
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<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<ul style="list-style-type: none"> <li>■ Every fortnight, each lesson with the relevant knowledge organiser is posted on to teams both in class materials and in posts.</li> <li>■ These resources can help each child complete their homework and act as a retrieval / recall exercise based on the learning in lesson.</li> </ul>	<p>Students receive fortnightly multiple choice homework quizzes in teams.</p>