



Overview	<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 (18 x100min lessons a year) to introduce students to progressively more challenging concepts. In term one, schemes of learning provide an opportunity to re-affirm musical end points in year 7 which act as a spring board 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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Autumn Term	<p>Ensemble Musician: 6/7x 100min lessons</p> <p>First topic of year 8, re-affirming and developing skills taught in year 7.</p> <ul style="list-style-type: none"> ■ Further exploration of band musicianship skills as whole ensemble / ensemble etiquette and discipline ■ Further exploration of chords/ exploring different keys. ■ 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) ■ Chair drumming and 2/3 way co-ordination, four to the floor, rhythms, time signatures, more advanced rhythmical patterns, off-beat drum patterns ■ Vocalisations, internalization of pitch, opportunity to take leading vocal roles ■ Extended critical listening, knowledge and understanding of elements (musical features and devices), to be used in comparison questions, open ended questions 	Assessment
	<ul style="list-style-type: none"> ■ Frequent Verbal feedback ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ Composition pieces ■ ARG musicianship grid ■ (Progress booklet work) 	

Spring Term	<p>Melody & Harmony (Advancing Piano Skills): 3x 100min lessons</p> <p>Continuation of developing knowledge and practical skills through piano studies:</p> <ul style="list-style-type: none"> ■ Further exploration of piano skills (5-digit conjunct melody with I, IV and V chords), expectation for all to play variations of RH/LH ■ Extended knowledge of musical features and devices, treble clef notation advanced, cadences, inversions, phrasing, harmonies (3rds / 6ths) ■ Extended critical listening, knowledge and understanding of musical features and devices, to be used in comparison/ open questions. 	Assessment
	<p>Developing Rhythms (through Samba): 2x 100min lessons</p> <p>Continuation of developing knowledge and practical skills through whole class Samba:</p> <ul style="list-style-type: none"> ■ Further exploration of band musicianship skills as whole ensemble / ensemble etiquette and discipline ■ Reading and recalling more advanced rhythmical patterns ■ 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 	<ul style="list-style-type: none"> ■ Frequent Verbal feedback ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ ARG musicianship grid ■ (Progress booklet work)

Summer Term	Music for Adverts (using a DAW to arrange music): 6x 100min lessons Introduction to sequencing and using a DAW to compose and arrange music. (iMacs, garage band, logic pro X)	Assessment
	<ul style="list-style-type: none"> ■ Intro in application and editing of loops, samples, SFX and MIDI ■ Intro in developing understanding of structure and texture for narrative purposes, development of musical material, dramatic effect ■ Intro to automation, basic introduction to plug-ins (e.g. Reverb) ■ Looking at context, occasion, developing listening skills, extended knowledge of musical features and devices, recall and retrieval, e.g. introducing foley, underscore ■ Considering how all devices collectively can evoke mood and emotion and their application by a composer. 	<ul style="list-style-type: none"> ■ Frequent Verbal feedback ■ Fortnightly homework quizzes in teams ■ VT work, verbal reflection/ class discussion ■ Composition pieces ■ ARG musicianship grid ■ (Progress booklet work)

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> ■ Every fortnight, each lesson with the relevant knowledge organiser is posted on to teams both in class materials and in posts ■ These resources can help each child complete their homework and act as a retrieval / recall exercise based on the learning in lesson 	Students receive fortnightly homework quizzes in teams.