



Year 8 Music curriculum – 2024-2025							
	Autumn Term		Spring Term		Summer Term		
	1	2	1	2	1	2	
	Depending on the group being taught, students may be on Project 1 or 2 due to resources, performance spaces and staffing. Each project refines and consolidates fundamental skills and knowledge but with a different instrument as its focus; these are developed from the Autumn term to the Spring term.						
Key Concepts	<p align="center">Music to Tell Stories</p> <p>Project 3 - Film Music</p> <p>Film Music - What is it used for? Examples of ranges of film and TV music. Performances based on famous film themes. Spotlights on composers such as Hans Zimmer, John Williams, Danny Elfman, and Bernard Herrman.</p> <p>Instruments of The Orchestra - Introduction to families of instruments and individual instruments in each family as well as performance techniques.</p>		<p align="center">Music as a reflection of Society</p> <p>Project 4 - Basslines</p> <p>History of the Bass - Ground Bass and Canon in D - Pedal (Jump by Van Halen) Styles of Music & The Rhythm Section</p> <p>Reading Tab - Performances of famous riffs from a variety of styles along with backing tracks such as Blues, Three Little Birds, Smoke on The Water, Runaway, Pumped Up Kicks</p>		<p align="center">Music for the Wider Community</p> <p>Project 5 - Remixing/Arranging</p> <p>Fusion Music - What it is, and why it exists. How to create a fusion using EDM music. Researching chosen world music styles etc. (Jai Ho, Punjabi MC, Gangnam Style)</p> <p>Use of DAW software such as BPM, Key, MIDI.</p> <p>What is a remix/rearrangement - sampling & synths, I Got A Woman</p>		<p align="center">STEAM Project</p> <p>Designing a Music Festival</p> <p>Designing a lineup and planning stage times. Looking at festival maps and faculties needed.</p> <p>Promotion, designing tickets and posters. Using DAW to create radio adverts</p>



	<p>Leitmotifs - What is a leitmotif and where did it originate? Links to program music such as Peter and the Wolf.</p>			
<p>Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i></p>	<p>Students know and understand how to:</p> <ul style="list-style-type: none"> • further develop their ability to play and perform confidently in a range of solo and ensemble contexts using their voice, a variety of percussion instruments, keyboards and guitar. • be able to improvise and compose using Leitmotifs & 12 bar blues • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices through classical music. • use their musical listening skills to develop understanding of the Blues & Reggae genre and be able to identify and perform using the musical elements. • develop a deepening understanding of the music that they perform and to which they listen, and the history of Reggae and Rock. • appraise digital and remixed recording. • how to use the Digital Audio Workstation (DAW) setting up loops, adding loops & fusing styles. • work independently to design a music festival, taking all elements from performing, producing to marketing into account 			
<p>Skills</p>	<p>R <i>Develop RESILIENCE</i></p>	<ul style="list-style-type: none"> ★ <i>Refining composition work for their Heroes and Villains characters several times till it is fit for purpose.</i> ★ <i>Developing performance work on the 12 bar blues and their DAW piece over an extended period of time to improve skills.</i> ★ <i>Take responsibility and ownership over behaviours of all musical instruments and DAW equipment.</i> 		
<p>A <i>Possess AMBITION</i></p>	<ul style="list-style-type: none"> ★ <i>Striving to produce performance and theory work that is at target or above.</i> ★ <i>Green pen for growth work carried out exceptionally well for character design and history of Rock and Blues. .</i> ★ <i>Believing and working now to achieve your desired quality of life.</i> 			



	<p>I Demonstrate INTEGRITY</p>	<ul style="list-style-type: none"> ★ <i>Understanding that staff should not be questioned when they are giving you instructions in order for you to learn.</i> ★ <i>Have all of the correct equipment so that you can start your learning promptly.</i> ★ <i>Taking responsibility for musical equipment and DAW equipment to ensure it is in a good condition for all users.</i> 	
	<p>S Embed Self-Discovery</p>	<ul style="list-style-type: none"> ★ <i>Embrace and share your strengths of performing with others, allowing this to help you to improve .</i> ★ <i>Allow yourself to explore music outside of school by listening to a variety of different musical genres.</i> ★ <i>Engage in the extra curricular activities on offer in order to develop your skills and passions in a musical instrument.</i> 	
	<p>E Display EMPATHY</p>	<ul style="list-style-type: none"> ★ <i>Involve yourself in peer feedback and allow yourself to learn from what others have to say - be positive and supportive when listening to each other's musical works.</i> ★ <i>Always be helpful towards others and support the teacher with tasks when asked, especially in terms of musical instruments and their safe and appropriate use. .</i> ★ <i>Everyone is different, be aware of our diversity and remember this allows us to grow and learn. Be kind to one another.</i> 	
<p>Curriculum Links</p>	<p>This term sees students applying the knowledge and skills learnt and developed in year 7 to new instruments and new genres. This supports the retention of knowledge whilst allowing new areas to be explored such as the classical world and Film Music. Film music at this point allows</p>	<p>Blue, rock and reggae investigation and performance requires a more mature attitude which the students have developed in the music work over the last 4 projects. They are able to use musical notation at a higher level building upon previous taught skills.</p>	<p>Students are introduced to DAW now as needed to have the skills and understanding of musical elements and different genres to be able to apply them successfully to digital music production. This will then support further work in year 9 and KS4 coursework.</p>



	students time to have been exposed to a wider range of movies outside of school.		
Assessment	Duet of Hans Zimmer's Time (Performance) and Home Learning (Listening & Appraising) Holistic work from this term will also be considered.	Performance of chosen bass part (on the keyboard or on the bass guitar) & home learning (listening & appraising) Holistic work from this term will also be considered.	Saved final remix file & home learning (research project on remixes) Holistic work from this term will also be considered.
Aspirations & Careers	<ul style="list-style-type: none"> • Exploring careers in the digital musical world from performing to producing. • The life and careers of classical performers, reggae & blues musicians • Students are encouraged to play instruments outside the lesson for their own enjoyment. • Students are reminded that music can take you places you have never been and meet new people. • Students are taught about how music can help to keep a myriad of brain pathways and networks strong that are involved in well-being, learning cognitive function, quality of life and happiness. • College courses and degrees in music are discussed through staff's own personal experiences. • Students learn about careers in the musical festival industry. 		