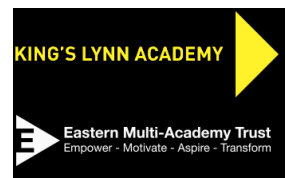


Implementation: Curriculum Narrative



Subject: Music

Year: 8

Author: G. Worledge

Key Knowledge

Pupils will know

Key Skills

Pupils will be able to

Key Threshold Concepts:

Subject Skills:

1: Jazz and Blues

- Features of Blues
- Sharps and Flats on Keyboard
- Triadic Chords
- Performing the 12 Bar Blues chords
- Features of Jazz
- Walking Bass
- Performing the 12 Bar Blues with two hands

These modules continue to develop student's experience, confidence, and creativity during practical and compositional tasks on a variety of musical instruments. The topics studied will also build upon their existing use of subject specific terminology when critiquing, discussing, and analysing performances of a variety of musical styles and eras.

2: Offbeat and Reggae

- Features of Reggae, Ska and Rock Steady
- Exploring Offbeat Primary Chords
- Performing Reggae

Students will learn basic knowledge, skills, and technique including but not limited to;

- How to compose to a brief
- How to use musical elements to represent certain moods, emotions or themes
- How triadic chords are built
- How to read bass clef
- How Jingles are used
- Identifying the instruments of the orchestra
- How to constructively critique performance
- How to respond to direction and critique

3: Hooks and Riffs

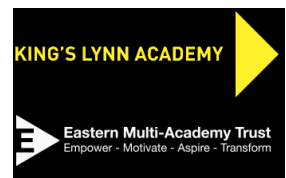
- Identifying Riffs and Hooks
- Identifying Musical Patterns in Classical Music
- Melodic and Rhythmic Dictation
- Composing a Riff

Throughout these modules, students will encounter different genres of music and how music can be used in different contexts. Students will continue to be presented with opportunities to compose and perform music conforming to the styles of each module studied throughout this academic year.

3: Game Themes

- Analysing Game Music
- Instruments of the Orchestra
- An Effective Advertisement
- Composing a Jingle

The skills built upon throughout this year will continue to be developed throughout the next academic year.



Subject Specific Knowledge and Sequencing:

1: Jazz and Blues

This module aims to educate students on two crucial styles of music and how they have developed over time. When identifying the key features of Jazz and Blues, including improvisation and walking bass, students will have the opportunity to explore these practically. This module will also introduce triadic chords which will also revisit the major and minor scale from module 1. A performative assessment will enable students to continue to consider what makes an effective performance and opportunity to peer assess.

2: Offbeat and Reggae

This short module begins with exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marle and his influence. Students will develop their understanding about different textural elements that make up a Reggae song: bass line riffs, offbeat chords and syncopated rhythms.

3: Hooks and Riffs

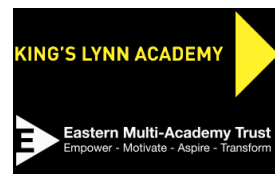
This module will explore repeated musical patterns in both modern music and classical. Students will identify ostinatos and riffs through listening as well as composing their own.

4: Game Themes

This short module will introduce the idea of music being used within media, e.g. within a game or advertisement. The topic will encompass the concept of music being used to reflect a scene and allow students to further practise musical analysis through listening.

Prerequisites and Spiral Teaching:

- All students will begin Year 8 having studied the Year 7 Music Curriculum at KLA.
- Students will begin this year with a more equal knowledge, understanding and experience of Music than in their transition year.
- Almost all students will have now experienced performing in front of peers and other teachers.
- Those students who have not performed would have expressed a desire not to, supported by parents/carers, and will not have been forced into an uncomfortable situation (we will continue to work with these students to build confidence and work toward a day where they may feel more ready to perform).
- All students will have a toolkit of basic performance skills and will continue to develop these in Year 8.
- Students will continue to develop their understanding of a variety of genres and styles from around the world.
- Student focus on developing their compositional skills throughout Year 8.



Cross-Curricular Knowledge Links:

English – Writing, Reading, Listening, Speaking and Analysis that builds subject specific vocabulary.

History – Exploring Musical styles with a focus on its historical context and place in society and different cultures.

Personal Development – Exploring the use of music in different cultures.

Languages - Subject specific language taught in other languages including Latin and Italian.

Reading Lists / Sources / Reading around the subject recommendations:

Music Theory Support:

- The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra (Paperback)
- The AB Guide to Music Theory – Part 1 / Eric Taylor - ABRSM
- The AB Guide to Music Theory – Part 2 / Eric Taylor - ABRSM
- www.musictheory.net
- www.musictechteacher.com
- www.mymusictheory.com

Further Reading on Styles Studied:

Jazz and Blues:

<https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1>

<https://www.bbc.co.uk/bitesize/articles/z3snvj6#zvd8239>

Offbeat and Reggae:

<https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/10>

Hooks and Riffs:

<https://www.educationquizzes.com/ks3/music/hooks-and-riffs-01/>

Game Themes:

<https://www.bbc.co.uk/bitesize/articles/zdvt6v4>