Year 8 Music 2022 – 2023

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 8 Intent To continue to ignite and sustain a love for music in Year 8 through continuing their musical journey. They will develop and build their musical knowledge and skills through performing, composing, listening, appraising and music software. They will develop their instrumental, vocal and music technology skills; exploring how a variety of cultures have shaped a wide range of musical styles and traditions from across the world. Students will develop confidence and resilience as well as self-discipline and teamwork through lessons and the eclectic mix of extra curricular: CTK Band, Glee Club, Guitar Group, Senior Choir, String Ensemble, Vocal Group and Rock School. Assessments 8 and End of Year.	**Module 4 – Advertising** - Research advertising - Compose – Dunkin' Donuts - Soundtrap – composing a jingle	**Module 4 – Advertising** - Compose own jingle - Lyric writing - Chords & melody - Soundtrap – jingle - loops, melody, chords lyrics	**Module 5 – Structure & performing** - Form & structures - Notation - Life of Mozart - Mozart's 40th Symphony – keyboard - Soundtrap – gaming music	**Module 5 – Structure & performing** - The art of performance - X Factor performance - Soundtrap – classical instruments - develop skills, to compose gaming music	- **Module 6 –Pop/Rap Music** - History of pop/rap music - 'Written in the Stars' – keyboard - notation - Soundtrap – compose pop/rap music	**Module 6 – Pop/Rap Music** Compose a pop/rap song - Writing lyrics - Perform the pop/rap song - Soundtrap – pop/rap comp – chords, melody, bass line - End of Year tests
	Assessment • Dunkin Donuts - assessment (peer/self) • Playing chords on keyboard • Continuous verbal feedback	**Assessment** • Jingle Composition Assessment • Soundtrap – Jingle composition	**Assessment:** • Mozart's 40th Symphony – keyboard Assessment (peer/self) • Continuous verbal feedback	**Assessment** • X Factor performance assessment (peer/self) • Soundtrap – gaming composition	**Assessment** • Performing the 12 bar 'written in the stars' parts keyboard assessment (peer/self) • Ongoing verbal feedback	**Assessment** • Pop/rap Comp assessment • Soundtrap pop /rap Assessment • End of Year 8 Music Assessment
	Skills Performing Listening/ appraising Composing Singing Practice Teamwork Communication IT – loops, selection etc Piano technique. Retrieval	**Skills** Performing Listening/appraising Composing Practice Teamwork Communication IT – sequencing, texture… Piano technique. Retrieval	**Skills** Performing Listening Composing Written Practice Teamwork Communication Research IT – sequencing, editing, structure Piano /key technique Retrieval	**Skills** Performing to an audience Listening/appraising Composing using IT Practice Teamwork Communication IT – refining, tonality Problem solving Delivery of feedback Self reflection/analysis Audience participation	**Skills** Research Performing to an audience Listening/appraising Composing using IT Practice Teamwork Communication IT – reflect pop,theme Problem solving Piano technique Retrieval	**Skills** Lyric writing Performing compositions Listening/appraising Composing using IT/instruments Practice Teamwork Communication IT – refining, Problem solving Exam technique Retrieval
	Knowledge Musical key terms linked to the advertising. Be able to play chords, sing.chant melody of lyrics. Understand structure of jingles. Soundtrap using features of jingles on music software	**Knowledge** Understand how to work out chords/melody read and notate musical notes. Know how to play a simple melody on the keyboard readying music. Learn how to sequence loops, reflect a theme, create texture changes.	**Knowledge** Know note values, rhythms and notation. – recap. Understand about classical composers and their history. Learn about different genres music and how they are used. Understand how to use structure, dynamics & synth roll more effectively in IT.	**Knowledge** Know key factors when performing. Be able to perform a solo/ensemble on a chosen instrument/software with an audience. Use beatmaker to compose own rhythms effectively in IT.	**Knowledge** Be able to play 4 chords in a sequence using a variety of rhythms on keyboard. Understand the history of the pop & rap music. Know how to reflect pop/rap features when composing using IT/	**Knowledge** Understand how to compose & perform pop/rap music using key features. Know how to use all IT techniques in Souncdtrap How to apply all knowledge used in all 3 elements of music.

Year 8 Music

There are 3 lessons a fortnight, 2 x music and 1 x music technology (Soundtrap)
All lessons are linked to one or more of the 3 key components – performing, composing, listening/appraising.

Key skills, concepts of learning & Catholic Life:
– Develop knowledge and understanding of music using CARE habits
– Perform, compose and listen to music – respect, honesty, compassion, friendship, self control, resilience, sense of humour, confidence, love thy neighbour, kindness, trustworthy
– Develop instrumental and vocal skills – reflection, determination, attentiveness
– Explore cultures, musical styles and traditions – compassion, mercy, reflection, gratitude, humility
– Play with accuracy & expression – determination, deliberation, self control,
– Develop confidence, resilience, self-discipline and teamwork – friendship, respect, love thy neighbour, trustworthy
- Structure and appropriate musical notations – love of learning

The national curriculum for music aims to ensure that all students:
perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture,

Title of Module:	Module 4 Autumn Term	Module 5 Spring Term	Module 6 Summer Term
Topics:	• Jingles	• **Form & Structure via Mozart**	• Pop Music, Hip Hip and Rap
Composing:	• Compose a Jingle (Dunkin' Donuts & own jingle)	• Via Soundtrap	• Compose a Pop Song or Rap
Listening:	• Jingles – listen and appraise using T.DRIPS	• Classical music & focus on Time Signatures	• Pop & Rap genre
Keyboard:	• Chords/melody for the jingle on keyboard	• Mozart's 40th Symphony	• Play chords Written in the Star by Tinnie Tempah
Performing	• Perform Dunkin' donuts & own jingle composition	• X- factor • performances practiced as a hwk, performed & appraised in lesson.	• Music for Summer Concern/show
ICT:	• Soundtrap • To compose a jingle using key features	• Soundtrap • To compose a Gaming/film soundtrap based on one they know	• Using Soundtrap compose own piece on the style of hip hop/pop.