



YEAR 8 CURRICULUM SUMMARY



When?	Understanding	Knowledge	Assessment
Autumn Half Term 1	Reggae – students will learn about the musical features of Reggae and its culture.	Students will perform a traditional Reggae song as part of an ensemble, including riffs composed by students. <i>Key vocabulary:</i> Ska, Rock Steady, Off Beat, Chords, Bass Line, Interval, Syncopation, Triplet, Duplet.	Keyboard performance of a Reggae song in a small group/ pair or individually.
Autumn Half Term 2	Film Music – students will understand the history of film music, as well as how composers use the elements of music to enhance the visual of films from various genres.	Students will compose and perform a short extract of music to fit given brief/genre. <i>Key vocabulary:</i> Synchronised, Soundtracks, Leitmotif, Tempo, Dynamics, Texture, Pitch, Structure.	Performances of compositions in time to the specified film clip in a small group/pair or individually.
Spring Half Term 1	Hooks and Riffs – students will learn how hooks/ riffs are used by composers to create catchy songs, as well as being able to identify hooks/riffs in songs.	Students will perform a popular music song consolidating all learnt (riffs/hooks, chords etc.) <i>Key vocabulary:</i> Hook, Riff, Repetitive, Catchy, Bass Line, Melody.	Performance of a popular song as an individual (two hands) or in small group/pair.
Spring Half Term 2	Jazz Improvisation – students will understand the origins of Jazz improvisation and be able to identify a range of different jazz styles and recognise the performers and instruments in jazz ensembles.	Students will perform improvised rhythmic and melodic phrases. <i>Key vocabulary:</i> Call and Response, Improvisation, Solo, Chorus, Structure, Stop Time, Rhythm, Swing, Fills, Scat, Chord, Counterpoint, Modal.	Combine the learning of the unit to create their own (individual or paired) modal jazz piece. Appraise own and others work.
Summer Half Term 1	Musicals – students will learn about the history and development of the modern-day musical and be able to identify different types of songs (opera and musicals).	Students will compose and perform a short song for a musical. <i>Key vocabulary:</i> Opera, Plot, Synopsis, Chorus, Character, Soloists, Overture, Vamp, Chords.	Compose a song for a musical from a given stimulus as part of a small group/pair or as an individual.
Summer Half Term 2	Protest Music – students will understand what protest music is and how it can be used effectively.	Students will perform well known protest songs (Imagine – John Lennon) and understand the meaning behind them. Students will then compose their own protest song. <i>Key vocabulary:</i> Protest, Song, Lyrics, Theme, Genre, Musical elements, Composition, Song Writing.	Compose and perform own protest songs on topics important to individuals. Appraise own and others work.