

Beamont Collegiate Academy Curriculum Map



Year 8 Music

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	African Drumming <i>(Rhythm and Metre)</i>		The 12-Bar Blues <i>(Note Reading and Composition Skills)</i>		Keyboard Performance 2 <i>(Note Reading)</i>		Music Technology – BandLab Remix <i>(Composition Skills)</i>
	Key substantive knowledge	<ul style="list-style-type: none"> Identifying the elements of music Musical structure Rhythmic exploration and timing Note values and rests 	<ul style="list-style-type: none"> How to perform a variety of different chords How to develop skills on one or more instruments. Create appropriate and effective rhythms within various themes of pop music How to create and improvise melodies How to play a walking bass line and chord progression How to structure music effectively 	<ul style="list-style-type: none"> Musical scales Note reading Note values and rests Rhythmic exploration and timing Expand knowledge of major and minor chords Explore the use of sharp and flat notes Explore the use of harmonic techniques How to show an understanding of a syncopated beat Demonstrate a syncopated rhythm Create variations of an existing piece of music 	<ul style="list-style-type: none"> Recording music Improvisation Musical Structure Rhythmic exploration 			
	Disciplinary knowledge	<ul style="list-style-type: none"> Identifying key elements within pieces and compositions Demonstrating elements through performance Historical development of African music 	<ul style="list-style-type: none"> Development of existing skills Performance skills How to create melody from the notes of the “Blues Scale” To recognise accidentals (notes outside of scale) in a piece of music Identify the difference between chords and melody How to create walking bass lines 	<ul style="list-style-type: none"> Development of existing skills Performance skills How to create melody from the notes of a specific scale To recognise accidentals (notes outside of scale) in a piece of music Identify the difference between chords and melody How to create arpeggios 	<ul style="list-style-type: none"> How to create music electronically in a Digital Audio Workstation (DAW) Experimenting with note values, pitch, dynamics, rhythm, tempo, timbre, texture and structure Students will be provided with studio vocals, and they will add new music to it by using pre-recorded loops or by recording their own parts. Experimenting with music technology techniques such as sampling and re-pitching Further embedding how songs are structured. 			

Clarity around sequencing	Main links across the curriculum	This topic is the foundation for all music application throughout KS3 & KS4	<ul style="list-style-type: none"> Performance skills from previous topic – used in year 9, 10 & 11. Notes on the keyboard is essential throughout a student’s musical journey across KS3 & KS4 Using basslines and melody takes place across all key stages and performance scenarios Blues music is the main influence of all modern music 	<ul style="list-style-type: none"> Performance skills from previous topic – used in year 9, 10 & 11. Notes on the keyboard is essential throughout a student’s musical journey across KS3 & KS4 Accidentals are essential in the musical journey beyond KS4 Using basslines and melody takes place across all key stages and performance scenarios 	<ul style="list-style-type: none"> Composition is a key element throughout a student’s musical journey across KS3 and KS4 and is the foundation of the subject The use of music technology further expands capabilities and opportunities for KS4 and beyond.
	Authentic cross curricular links	<ul style="list-style-type: none"> Science – sound manipulation Maths – values of musical notes English – Articulation of musical notes History of African music Languages – Italian musical terms/direction 	<ul style="list-style-type: none"> Historical movements and development of Blues music to modern day and how blues links to “The Slave Trade”, racism. Inequality and prejudice. Geography – Where blues music originated Science – sound manipulation Maths – values of musical notes Articulation of musical notes Languages – Italian musical terms/direction 	<ul style="list-style-type: none"> Science – sound manipulation Maths – values of musical notes English – Articulation of notes History – How music has developed over time Languages – Italian musical terms/direction 	<ul style="list-style-type: none"> Science – sound manipulation Maths – values of musical notes English – Articulation of notes History – How music has developed over time Languages – Italian musical terms/direction
Vocabulary	Key words	Dynamics, Rhythm, Instruments, Pitch, Texture, Timbre, Tempo, Call and Response, Djembe, Djembefola, Polyrhythm, Syncopation, Crotchets, Quavers, Semiquavers, Rests, Bass, Tone, Slap, Ensemble	Phrase, repetition, unison, structure, melody, improvisation, blues, walking bass, chord, chord progression, major, minor, 7 th chords	Dynamics, rhythm, pitch, tempo, crotchets, quavers, rest, melody, harmony, chord, arpeggio, sharp, flat, variation, monophonic, unision, canon	MIDI, audio, loop, recording, compose, edit, improvise, metronome/BPM, reverb, delay, sampling, re-pitching
Assessment	Summative assessment	Ensemble (group) performance demonstrating the elements of music through African Drumming	To be able to play the 12-Bar Blues chord progression alongside a walking bass line, and or improvised melody using notes from the blues scale.	A practical performance as a solo or in pairs to play “Für Elise” on the keyboard, demonstrating understanding of accidentals (sharps and flats), melody and accompaniment, harmony, and chords	Creating a piece of music using loops and improvised melodies to demonstrate texture and song structure
Links to the real world / careers / PD		<ul style="list-style-type: none"> An understanding of the basics within music, which is essential to most jobs in the music industry. Team working skills Listening skills 	<ul style="list-style-type: none"> How blues influenced modern music The music industry – learning a new instrument. Inequality and prejudice in society Group working skills Listening skills 	<ul style="list-style-type: none"> An understanding of different genres of music The music industry – learning a new instrument. Independent working skills Group working skills 	<ul style="list-style-type: none"> Music technology Science Music industry Independent working skills Listening skills Confidence building

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