



Academic Learning Plan Music Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8 Units	8.1 Keyboard skills		8.2 Ostinatos and repeating patterns including West African Drumming		8.3 Basslines and the Blues	
Content	<p>Students will extend their knowledge of the keyboard through a variety of listening, performing and composing tasks. By the end of this unit, students should have a basic understanding of how to apply:</p> <ul style="list-style-type: none"> Melody (pitch and rhythm) Articulation Dynamics Texture (by adding parts where possible) Structure Tonality 		<p>Introducing students to basic west African Djembe drumming and techniques including polyrhythms, call and response and timbres. Students will extend their year 7 knowledge of rhythm and vocal work to be able to write and perform idiomatically.</p> <p>Students develop their understanding of rhythm, how it is notated (in a variety of different styles) how to play rhythm from notation and the importance of repeating patterns in performance and composition</p> <p>Communication as an ensemble. Students will learn how to put different parts together to create a bigger and more interesting performance.</p>		<p>Extending knowledge of western notation to include how to read bass clef notation. This will enable students to be able to perform bass lines for a variety of riffs in different styles. It will also enable them to be able to play both bass and treble clef parts of a piano piece, to be able to be played hands together.</p> <p>Extending the knowledge of bass clef to create a piece of music inspired by blues, to include a walking bass, chords and an improvised melodic line</p>	
Literacy	<ul style="list-style-type: none"> • knowledge organisers with focus on Literacy and key terminology • Keywords displayed in classrooms • Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, etc. 					
Knowledge organiser	<p>MADTSHIRT knowledge organisers in classroom and displayed</p> <p>Relevant knowledge organisers for each project</p> <p>Music literacy maps – Chords and note names</p>					
Assessment	<p>Constant formative assessment based on micro performance tasks and questioning.</p> <p>Assessment is based on performance</p>		<p>Constant formative assessment based on micro performance tasks and questioning.</p> <p>Assessment is based on performance and composition</p>		<p>Constant formative assessment based on micro performance tasks and questioning.</p> <p>Assessment is based on performance and improvisation</p>	
GCSE AO Link (or other) if applicable	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO3 demonstrate and apply musical knowledge</p>		<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p>		<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p>	

	AO4 use appraising skills to make evaluative and critical judgements about music	AO3 demonstrate and apply musical knowledge AO4 use appraising skills to make evaluative and critical judgements about music	AO3 demonstrate and apply musical knowledge AO4 use appraising skills to make evaluative and critical judgements about music
Homework	Focus on Sound tasks and quizzes Focus on Sound	Focus on Sound extension materials on African Music	Research and retrieval tasks Focus on sound bassline tests
CEIAG	Role of the performer discussed		Changing opportunities for the musician through time
Enrichment	School ensembles including Choir and instrumental lessons are available for students throughout the year. There will also be the opportunity to be a part of the school musical. Where possible and depending on local and national arts programming, trips to see live music events will be planned as optional trips, where possible, these will link to the		

Intent :

By the end of year 8, students should be able to use more complex musical terminology to describe musical elements that they hear. They should have a broader range of musical experiences from different times and places and an understanding of how they connect historically and socially. They will be able to extend their knowledge of music to be able to play, perform and write simple bass lines with appropriate primary chord harmony to be able to write idiomatically within some styles