Year 8 ~ Curriculum Map for Music

What are the intended aims for this year's curriculum? To enable students to create music both using technology and in a live context, independently, in pairs, small groups or as a whole class. They will have the chance to recreate music and also compose original ideas. They will be expected to recall tasks used last year to be able to show a deeper understanding of their performances and creations

	Term 1	Term 2	Aim of A&R	Term 3	Term 4	Aim of A&R	Term 5	Term 6	Aim of EoY exam
	Film Music	Game music		Performance 2	Studio 1		Jazz	Composing	
'Big idea(s)' / fundamental concepts	Looking at the purpose and effect of film music. How to describe the function of a leitmotif and recognise their uses in soundtracks	To look at the purpose and effect of music in gaming. How to create game music using music technology	Tbat see students identifying the role of music used in films and games and to be able to use some of the features used in these genres	To perform as part of a group either on an instrument or vocally	An introduction into recording sound using the digital recording studio	Tbat see students performing independent parts and being able to work with recorded sound	An exploration of jazz music, the origins, concepts and features	An introduction to composing original musical ideas in any way from using technology to song writing	Tbat demonstrate aural skills and describing elements of music through listening
Knowledge to be learnt	Students will be asked to listen to and identify features of a leitmotif and use the musical elements to describe what they hear. Students will listen to the effects created by film music. Students will look at where the film music sources are and learn how to identify them	Further use of DAW to create music to meet a brief relating to game music. Students will listen to how there is a range of music used in gaming and how to recognise these features		Further use of guitar, bass, drums or cajon, piano and singing. Putting this together so students can play independently as part of a band	Use of the digital recording studio but also the handheld audio recorders to look at how to capture sound. Students will then have the opportunity to work with the sound using music technology		Students will listen to some examples of jazz music and be able to see how people have covered songs in a jazz style. Learning to use syncopated rhythms. Students will be introduced to the 12-bar blues pattern and how to identify it.	Students will be given the opportunities to compose music to meet a given brief. They will be supported in their starting points or be given the freedom to create for those more confident students. The students can use technology or instruments or a mixture drawing on skills from earlier in the year	
Key vocabulary	Rhythm, Tempo, Dynamics, Texture, Structure, Leitmotif, Ascending, Descending, Mood, Theme, Soundtrack	Rhythm, Tempo, Dynamics, Texture, Structure, Leitmotif, Ascending, Descending, Mood, Theme, Soundtrack		Pitch, Tempo, Texture, Dynamics, Rhythm, Structure, Chord, Texture, Bassline, Melody, Harmony, Accompaniment, Amp, Jack, XLR, Time signature	Digital, Analogue, Mixing desk, Cues, Audio, DAW, Channel strip, Tempo, BPM, Project, FX, Genre, Stereo, Quantise		Pitch, Tempo, Texture, Dynamics, Rhythm, Structure, Chord, Texture, Bassline, Melody, Harmony, Accompaniment, Syncopation, Improvisation, Instrumentation, Time signature	Pitch, Tempo, Texture, Dynamics, Instrumentation, Interpretation, Sensitivity, Reflection, Timbre, Intention, Storytelling	
The role of reading and comprehension	Research into the role of film music and their composers	Following a written brief relating to creating a piece of music for gaming		Research about a particular focus artist	Following instructions on how to use the studio and the equipment within to be able to correctly and safely capture audio		Reading about the origins of jazz and how it was influenced by different cultures	Following a written brief relating to creation of an original piece of music	
The role of independent extended writing	Self-assessment using the keywords	Description of how the finished piece met the brief. Self-assessment using the keywords		Analysis of music using some of the key vocabulary. Self-assessment using the keywords	Self-assessment using the keywords		Analysis of music using some of the key vocabulary. Self-assessment using the keywords	Description of how the finished piece met the brief. Self-assessment using the keywords	
The role of maths/ numeracy	Reading musical ideas including leitmotifs. Counting beats to stay in time	Writing musical ideas. Using the bars and beats within the software to allow the music to be in time		Counting beats to play in time with each other. Reading music	Using the bars and beats within the software to allow the music to be in time. Adding cues to help edit correctly or to keep performers in time		Counting beats when performing. Reading music	Writing musical ideas. Using the bars and beats within the software to allow the music to be in time	
Links to careers/ aspirations	Performer, composer, orchestrator, copyist, music editor, Foley editor, dubbing mixer, music supervisor, sound designer	Performer, composer, orchestrator, copyist, music editor, dubbing mixer, music supervisor, sound designer		Performer, music director, composer, music producer, teacher, songwriter, session musician	Music Technician, sound engineer, music director, music producer, music supervisor, sound designer		Composer, performer, music director, session musician, teacher, arranger	Composer, arranger, music editor, publisher, songwriter, teacher, music director, music producer, sound designer	
Core skills	To be able to: Use listening (aural) skills Recall music elements Perform music parts	To be able to: Use music technology Recall music elements Problem solve on the computer		To be able to: Use listening (aural) skills Use teamwork Recall music elements Use verbal communication Use non-verbal communication	To be able to: Use music technology Capture recorded sound Recall music elements Problem solve on the computer Use verbal communication		To be able to: Use listening (aural) skills Use teamwork Recall music elements Use verbal communication Use non-verbal communication	To be able to: Compose from original ideas Show development of ideas Recall music elements Problem solve on the computer or use the instruments	

Dept. enrichment activities	Extra-curricular clubs are on offer	Music technology is available at lunchtimes for students to complete, enhance, develop their work Performance opportunities in the run up to Christmas in assemblies, school events and in the local community		Extra-curricular clubs are on offer	Music technology is available at lunchtimes for students to complete, enhance, develop their work Performance opportunities at department showcase		Extra-curricular clubs are on offer	Music technology is available at lunchtimes for students to complete, enhance, develop their work Performance opportunities at outdoor summer performance	
Home learning opportunities	Listening out for film music sources in what they watch	Listening out for the different types of music used in gaming from original compositions through to new arrangements of existing songs		Listening to a range of music from different genres	Using online video tutorials related to the software		Listening to jazz music to recognise the elements used in class and look out for jazz covers of popular songs	Revision for the EOY exam based on the keywords and applying these as listening to music	