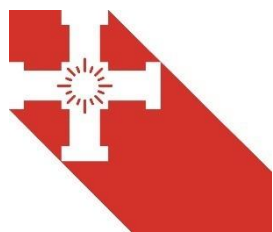**Curriculum Map: Year: 8   Subject: Music**

Year 8 2022-2023

Topic	Key Knowledge *What will all students KNOW by the end of the topic?*	Key Skills *What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?*	Assessment Opportunities *What are the key pieces of assessment? How will students be assessed?*
EDM	**All students will:** • Understand the musical conventions of EDM. • Understand the terms DAW, EDM and MIDI. • Understand the basic elements of harmony, the purpose of chord inversions and harmonic rhythm. • Further knowledge of compositional techniques by creating an EDM-style piece of music. • Gain further understanding of musical texture and layering.	**All students should be able to:** • Use a simple DAW to compose their own music. • Manipulate midi data to correct mistakes. • Create music with more rhythmic interest. • Create a bass line using root notes of the chord. • Voice chords to make more musical sense, using inversions.	**All students will** • Complete an EDM composition of their own using DAW.
Patterns and structures	**All students will:** • Develop an understanding of three common musical forms from the western classical tradition: binary, ternary and rondo form. • Further knowledge of musical notation and the melodic device of sequence. • Gain ensemble skills in both composition and performance using Rondo form. • Develop their knowledge of emotive writing in music.	**All students should be able to:** • Identify musical structures by ear. • Perform music from notation. • Use the musical elements to compose music to fit a given stimulus. • Create an ascending or descending sequence based on a given melody.	**All students will:** • Compose and perform a piece of music in Rondo form as a class. Smaller groups will be responsible for composing their own episode within the piece.

Curriculum Map: Year: 8   Subject: Music

Film Music	**All students will:** • Understand the role and importance of music in films. • Recognise how compositional techniques, instrumentation and musical elements affect the mood of films. • Understand how composers, directors and producers work together to create film. • Further knowledge of DAW technology	**All students should be able to:** • Identify the different roles and responsibilities given to people who contribute to making films. • Identify and make use of techniques and conventions used to affect mood in different genres of film. • Build on knowledge of DAW technology, including sequencing, automation, use of stereo field and creative effects. • Build on compositional skills using chords, writing an effective melody • Continue to develop keyboard skills using midi keyboards	**All students will:** • Compose a piece of music to accompany a film clip.
The Blues	**All students will:** • Gain an understanding of the historical context which brought blues music to being • Develop their basic keyboard skills further using typical blues structures • Develop the ability to read notation, rhythm and learning notes on the keyboard	**All students should be able to:** • Comment on the history of the blues from its roots to its development into a popular style. • Listen and recognise the blues style and key artists. Play a walking bass, blues scale, and improvisation • Develop skills as a solo performer and as part of an ensemble. • Listen critically to blues music, describing and evaluating key features	**All students will:** • Perform a 12-bar blues and improvisation Listen to and critically comment on blues music, identifying key features
Music of Africa	**All students will:** • Know the cultural history of the African continent and some of its musical conventions • Learn the key terms syncopation, polyrhythm, master drummer and ostinato and be able to demonstrate this practically	**All students should be able to:** • Develop ensemble skills • Develop their understanding of rhythm practically and aurally • Perform African drumming music as a group	**All students will:** • Perform a piece of African drumming music in groups which clearly reflects the African style

	• Know the elements which make up a successful piece of African drumming music		
Arranging and remixing	**All students will:** • Know how the key elements which make up different styles of dance music such as House, Techno, Trance and Dubstep • Understand the conventions of a remix • Know how to enhance sound using creative effects • Know how texture is used to develop dance music.	**All students should be able to:** • Use a more complex DAW to compose their own remix. • Manipulate midi data to correct mistakes. • Manipulate and add creative effects to recorded sound • Create music with more rhythmic interest. • Select a style of dance music and emulate its characteristics • Demonstrate practical understanding of Automation and Panning	**All students will:** • Create a remix of a given song in a chosen dance style

NB: Your lessons each term are taught on a rotation basis, dependant on the classroom and equipment available. For example, you may find you start with Spring term 2 before term 1.