



The High School
Leckhampton

Year 8 MUSIC



Topic Titles

How can rhythm help us to further understand the music around us?

What are the links between rhythm and pitch in playing music?

Why is the context of music important?

What role does rhythm play in Samba?

How do our experiences of music differ to others around the world?

What can we learn from modern day music?

Intent

Throughout our lessons, our goal is for students to develop a knowledge of how music is created with the key musical elements, before growing and challenging this knowledge through the exploration of other musical styles across the globe.

Learning to use notation will help us to learn more challenge pieces in lesson, which in turn will allow us to analyse how these pieces work and why they are effective. Taking this information forward, we will discover the ways that music around the world can be interpreted through notation.

Students will discover the relevance of context when talking about music and further explore how this is useful in understanding contrasting genres.

Links with other subjects

Music has strong links to Geography as we explore other cultures across the globe and the musical differences.

Biology and physics are used to explore how we use our voices and how sounds are produced by instruments.

Music often relies on sequences and patterns, which lead to links in Maths.

Historical context is regularly discussed throughout Music lessons to create context for the pieces.

How will knowledge and skills be taught?

Regular listening examples every lesson will help students to build a breadth of musical experiences. Through their knowledge of notation and musical elements, students will be able to express their understanding of the music they are listening to as well as justify their opinions.

Group work for performances and compositions will teach students valuable lessons about playing music together, but also crucial skills of teamwork and leadership.

Recommended Reading and Preparation for Learning

How can parents help?

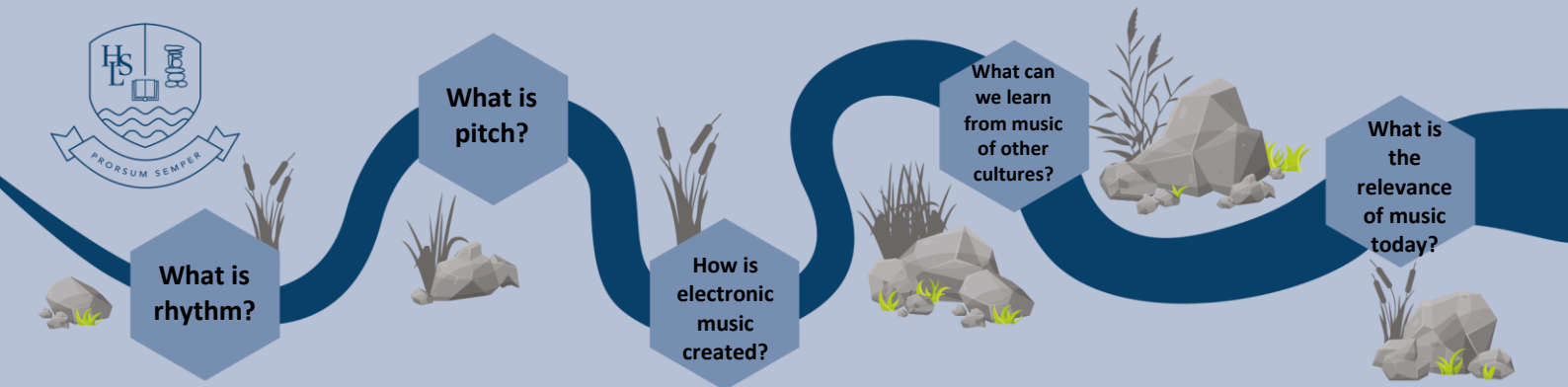
- Encourage students to visit the VLE, especially the "Weekly Listening" section.
- By taking students to live music events; concerts, musicals etc.
- Listen to music in the car with your child and encourage active listening; what can they hear in the music? What instruments? How are musical elements used? Do they like it and are they able to justify their opinion?
- Encourage your child to try extra curricular music activities, especially Voices, which requires no previous musical knowledge. Music is for everyone!

Explore the "Weekly Listening" section of the VLE; practice "active listening", using understanding of musical elements and topics to support opinions.

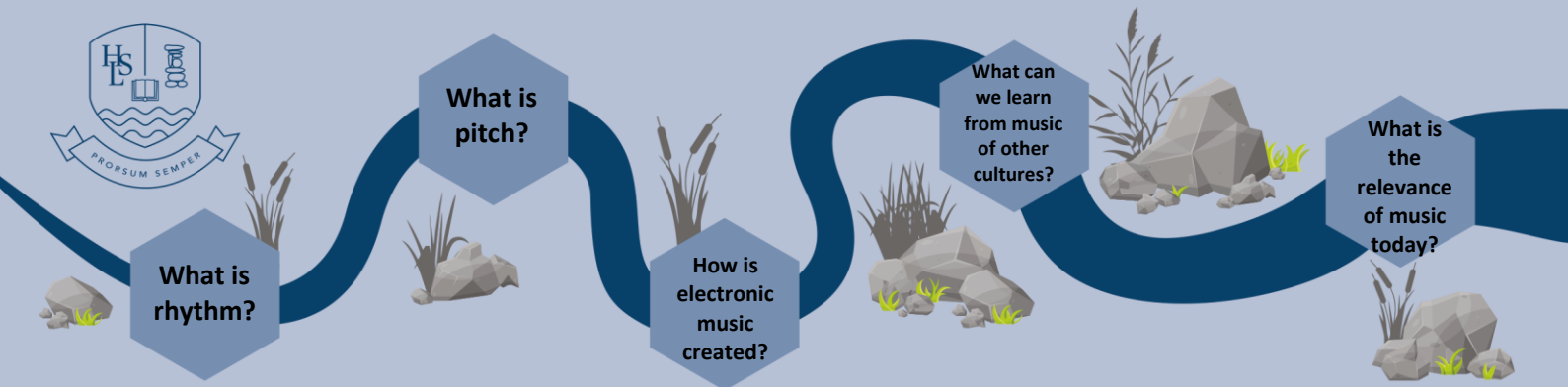
Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

Visit IMSLP.org to find a variety of sheet music

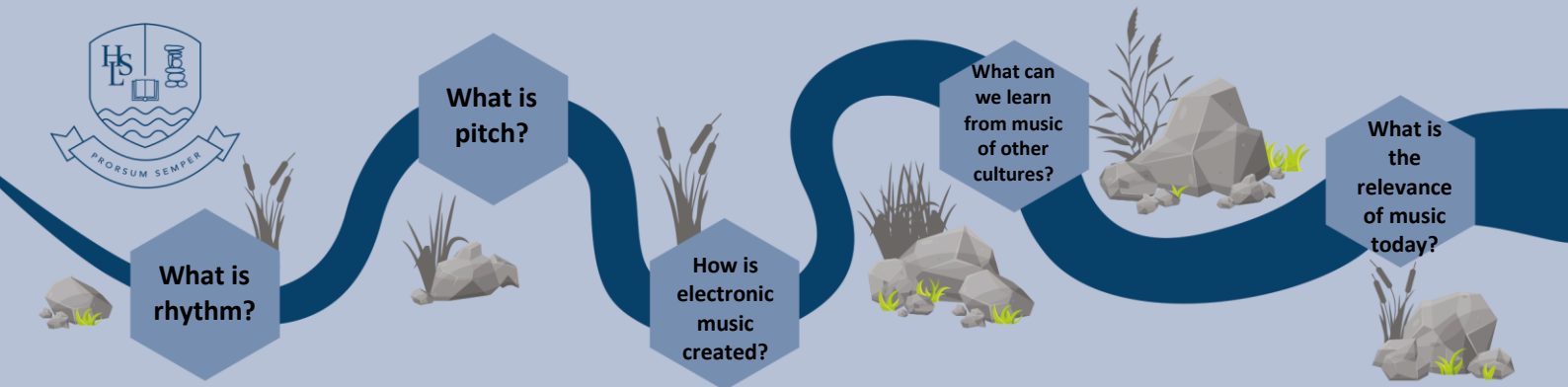
Spend time experimenting with different instruments, consider instrument / singing lessons in school



Music	Year 8	Autumn Term 1	
Rhythm: What is Rhythm?			
Topic Outline & Aims (Intent)			
All students will further their understanding of staff-based notation through a focus on rhythmic notation and how to interpret this. Bars, beats, counting, tempo and time signatures will all be explored as we learn to compose music based on a specific 3-part structure. Students will learn to identify the difference between music being played in unison compared to music being played in a polyphonic texture.			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none">Knowledge: An understanding of rhythmic notation symbols specifically crotchets, quavers, rests and minims.Knowledge: Learning the meaning of different key terms surrounding texture such as monophony and polyphony.Skills: Active listening is continued in this topic and developed through identifying different textures in music.Skills: Interpreting rhythmic notation and composing music in groups with written notation.			
Prior Learning: (Context)	Future Learning: (Context)	National Curriculum Links: (Context)	
KS2: Ability to “play and perform in ensemble contexts”, “improvise and compose music for a range of purposes using the inter-related dimensions of music”	KS3: Learners will build upon their rhythmic understanding in the next module, focusing on pitch – here they will learn more about staff notation and eventually combine their knowledge of different pitch-based notation with their knowledge of interpreting rhythms KS4: EDUQAS “solo performance” component in many instances will require a knowledge of staff-based notation. The “composing” component will require an understanding of rhythm. Critical analysis of pieces will require an understanding of different textures and the correct nomenclature	“Pupils should be taught to play and perform confidently in a range of solo and ensemble contexts...playing instruments musically”. “Pupils should be taught to improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures”. “Pupils should be taught to use staff and other relevant notations”	
RRSA Links:		Assessment of Learning: (Impact)	
ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups ARTICLE 28: Access to education ARTICLE 31: Rest, play, culture, arts			
British Values Links:			
MUTUAL RESPECT: Working in small groups to create compositions teaches learners to respect one another’s opinions and ideas. Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”.			
Eco Schools Links:			
Global Citizenship: Learners to create music using samba drums and shown examples of this music Waste: Recycling household items for the purpose of creating instruments			
Reading / Enrichment	Key Vocabulary:	Numeracy Opportunities	Career Links
<ul style="list-style-type: none">Weekly Listening page available on the VLE with further weekly listening examples and opportunities to apply knowledge of rhythms and textureListening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!	Musical elements Rhythm Tempo Percussion Notation Crotchet Texture Unison Polyrhythm Structure Dynamics Bar Composition	Using notation in a grid as the basis of a composition. Decoding / graph reading skills through analysing these grids. Counting to play a key role in keeping time. Discussion of BPM / tempo.	Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



Music	Year 8		Autumn Term 2	
Pitch: What is Pitch?				
Topic Outline & Aims (Intent)				
All students will develop their understanding of staff-based notation as they learn to understand notes significantly higher than middle C, sometimes using ledger lines. They will also learn to interpret this notation on a keyboard and ultimately combine it with their knowledge of rhythmic notation from the previous module, culminating in a performance of a piece focused not on the students’ keyboard skills, but rather their ability to show an accurate understanding of how to read staff-based notation.				
Key Skills and Knowledge taught through this topic (Intent)				
<ul style="list-style-type: none">Knowledge: An understanding of different note placement on the stave in treble clefKnowledge: Understanding the link between staff notation and the keyboardSkills: Reading and interpreting treble clef staff-based notationSkills: Combining rhythmic notation with pitch notation				
Prior Learning: (Context) KS2: Ability to “use and understand staff and other musical notations” – developing this understanding and where necessary providing additional support	Future Learning: (Context) KS3: Learners will apply their knowledge of both pitch and rhythmic notation to create music of their own, beginning with Electronic Music in Spring Term 1. This understanding will also be applied in a future Live Lounge module, where students will work together to create performances, which will be greatly aided by an understanding of how to interpret and decode sheet music. KS4: EDUQAS “solo performance” component in many instances will require a knowledge of staff-based notation when reading scores especially, alongside discussing AoS1: Musical Forms and Devices. The “composing” component will require an understanding of pitch.		National Curriculum Links: (Context) “All pupils learn to understand and explore how music is created, produced and communicated...[through] appropriate musical notations” Pupils should be taught to: <ul style="list-style-type: none">“Play and perform confidently”“Use staff and other relevant notations appropriately and accurately”	
RRSA Links: ARTICLE 13: Sharing thoughts freely ARTICLE 28: Access to education ARTICLE 31: Rest, play, culture, arts			Assessment of Learning: (Impact) <ul style="list-style-type: none">Weekly listening journal entries to apply understanding of <i>pitch</i> alongside various other musical elements previously discussedRecordings of individual performances. These are intended to show each learner’s understanding of how to interpret musical notation.	
British Values Links: Enabling pupils to “develop their self-knowledge, self-esteem and self-confidence”. Encouraging pupils to “show initiative”. Mutual respect is taught through listening to one another perform and showing support, alongside sharing ideas in weekly listening sessions.				
Eco Schools Links: N/A				
Reading / Enrichment <ul style="list-style-type: none">Weekly Listening page available on the VLEListening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!Learners are always encouraged to use school facilities at lunch and break to further develop their musical abilities.	Key Vocabulary: Musical elements Rhythm Tempo Notation Dynamics Crotchet Rest Treble clef Sharp Flat Accidental Accuracy Bar Stave		Numeracy Opportunities Decoding / graph reading through interpreting sheet music. Sequences of notes discussed.	Career Links Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management



Music	Year 8	Spring Term 1		
Electronic Music: How is Electronic Music Created?				
Topic Outline & Aims (Intent)				
All students will understand the process of composing a piece of electronic music. Through doing this, students will also explore a variety of common musical structures, predominantly ternary and rondo form. Learners will also expand their understand of texture and timbre. Throughout the course of the module, learners will create a composition on Mixcraft, which will form the basis of their assessment for this half term.				
Key Skills and Knowledge taught through this topic (Intent)				
<ul style="list-style-type: none">Knowledge: Learners will understand the meaning of key terms linked to electronic music and the relevant application of themKnowledge: Students will understand wider musical concepts not as commonly associated with electronic music, such as ternary form.Skills: All students will learn to use software to combine pre-defined loops with their own MIDI recordingsSkills: Learners will develop their ability to listen to their own work and that of their classmates critically, using the skills developed through weekly listening to improve their compositions and provide valuable feedback.				
Prior Learning: (Context) KS2: Ability to “improvise and compose music for a range of purposes using the inter-related dimensions of music”	Future Learning: (Context) KS3: Learning to use Mixcraft will help students in future composition modules. They will also use this knowledge to record their own performances. An understanding of different structures will be used in future compositions but will also help students in their critical listening. KS4: EDUQAS component 2 (“Composing”) will in many instances require the ability to either record into software and/or develop musical ideas in software. AoS4: Popular Music, will further explore the techniques used in this module. AoS1: Musical Forms and Devices specifically explores binary, ternary and rondo form.		National Curriculum Links: (Context) “All pupils “understand and explore how music is created [and] produced” Pupils should be taught to: <ul style="list-style-type: none">“Compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions”“Develop a deepening understanding of the music...to which they listen”	
RRSA Links: ARTICLE 12: Respect for children’s views ARTICLE 13: Sharing thoughts freely ARTICLE 28: Access to education ARTICLE 31: Rest, play, culture, arts		Assessment of Learning: (Impact) <ul style="list-style-type: none">Weekly listening journal entries to apply understanding of structure alongside various other musical elements previously discussedCompositions created throughout the module to be assessed at the end of the half term in accordance with the “Composition” level descriptors		
British Values Links: Enabling pupils to develop their self-knowledge, self-esteem and self-confidence. Enabling pupils to show initiative. Encourage respect for other people. Mutual respect: Listening to one another’s work with respect.				
Eco Schools Links: Waste: Reusing household items to create drum machines – discussing recycling and waste Global Citizenship: Encouraging use of world music samples and cut/splice speeches of influential world leaders				
Reading / Enrichment <ul style="list-style-type: none">Weekly Listening page available on the VLEListening to music with a critical ear whenever possibleParticipation in any / all extra-curricular opportunities is greatly encouraged!Learners are always encouraged to use school facilities at lunch and break to work on their compositions.	Key Vocabulary: Musical elements Pitch Family Loop Timbre / sonority Texture VSTi MIDI Active Listening Synthesizer Pad Drum machine Filter Piano roll		Numeracy Opportunities Explaining 4 bar phrases and how multiples of this are used in music. Beats, BPM and bars discussed regularly.	Career Links Musician; Sound engineer; Studio technician; Music therapist; Composer; Music publisher; Sound design; Music producer; Music critic / journalist; Conductor; Musicologist; Music historian; Instrumental teacher; Classroom teacher; Stage technician; Stage performer; Marketing; Foley artist; Arranger; Manager; Events management