



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

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

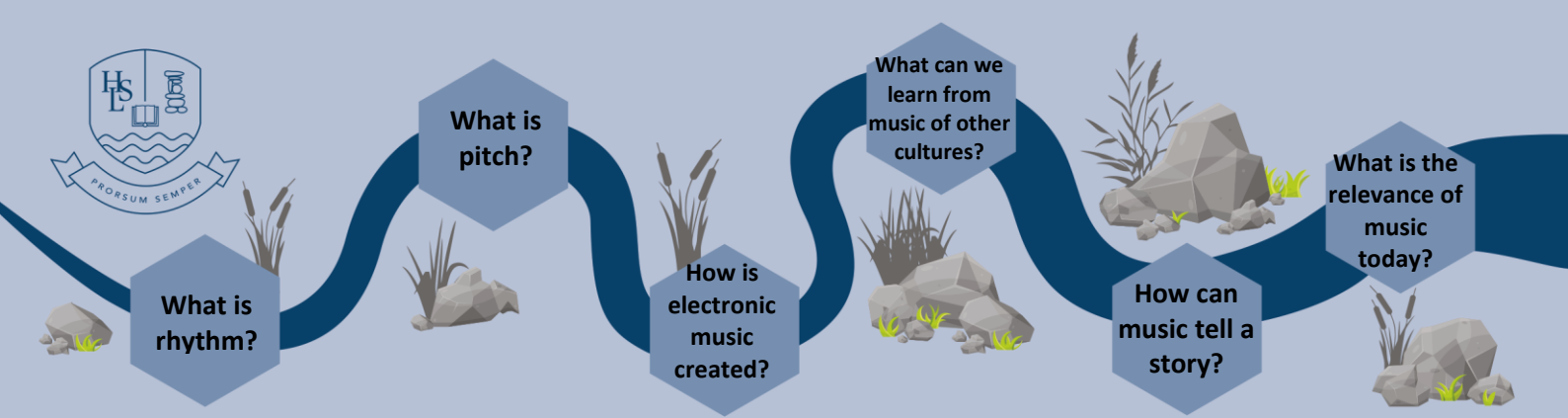
Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

Visit IMSLP.org to find a variety of sheet music

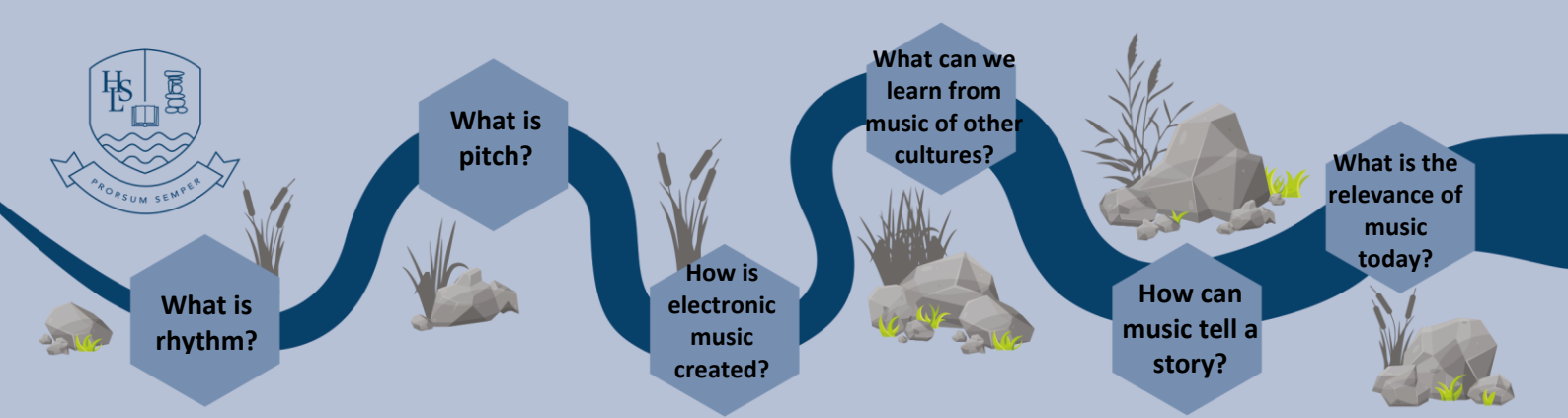
Spend time experimenting with different instruments, consider instrument / singing lessons in school

How can parents help?

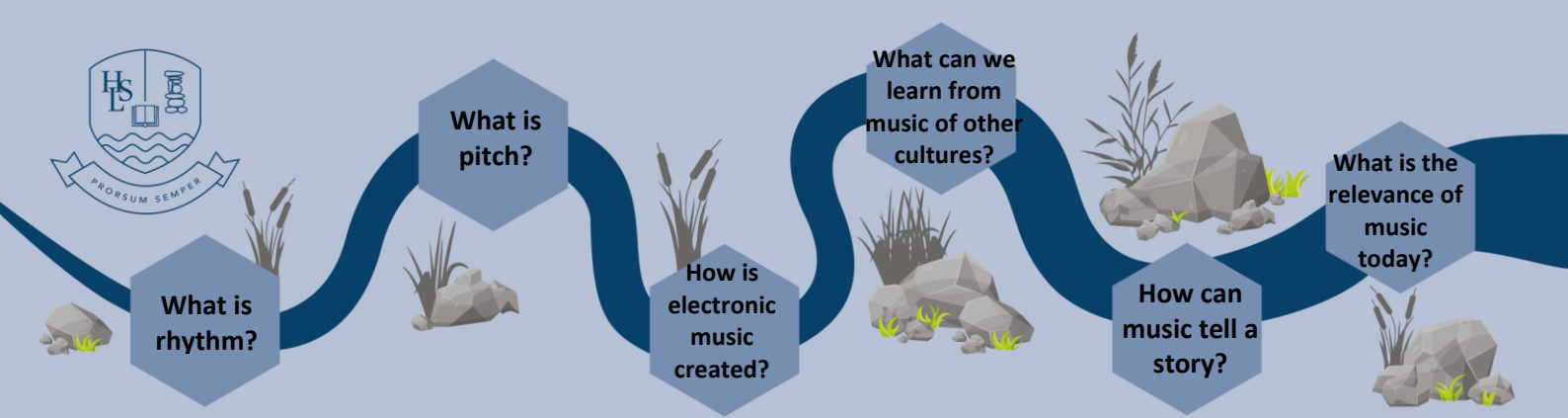
- Encourage students to visit the VLE, especially the "Weekly Listening" section.
- By taking students to live music events; concerts, musicals etc.
- Listen to music in the car with your child and encourage active listening; what can they hear in the music? What instruments? How are musical elements 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!



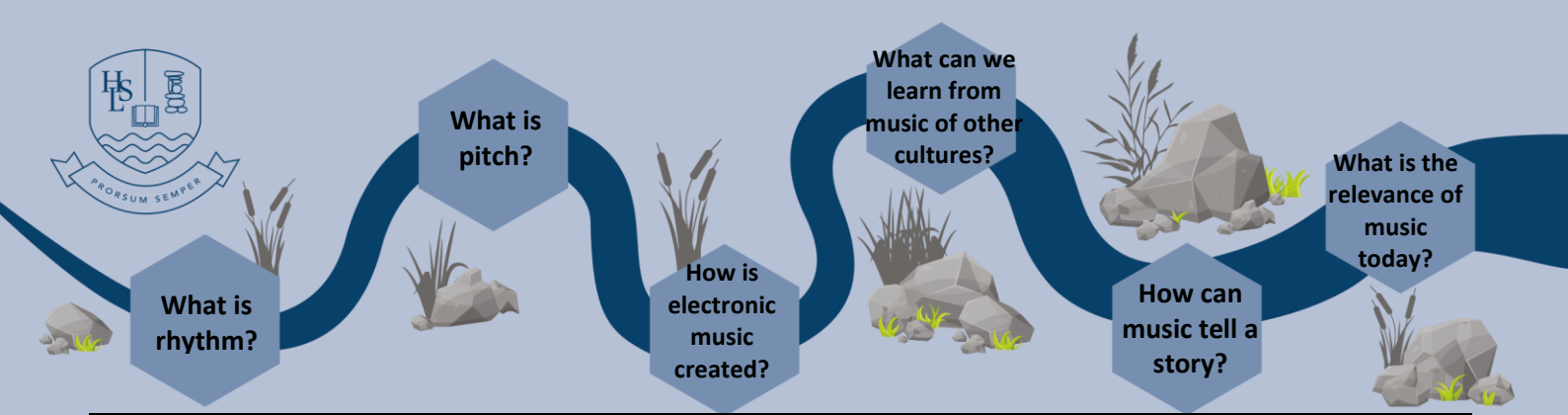
Music	Year 8	Autumn Term 1	
Rhythm: What is Rhythm?			
Topic Outline & Aims (Intent)			
All students will further their understanding of staff-based notation through a focus on rhythmic notation and how to interpret this. Bars, beats, counting, tempo and time signatures will all be explored as we learn 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) 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”	Future Learning: (Context) 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	National Curriculum Links: (Context) “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: ARTICLE 13: Sharing thoughts freely ARTICLE 15: Setting up or joining groups 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 texture alongside other musical elements previously taught • Recordings of group compositions aiming for students to have the opportunity to show their understanding of rhythmic notation, structure and texture. 	
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 <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 texture • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! 	Key Vocabulary: Musical elements Rhythm Tempo Percussion Notation Crotchet Texture Unison Polyrhythm Structure Dynamics Bar Composition	Numeracy Opportunities 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.	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	Autumn Term 2	
Pitch: What is Pitch?			
Topic Outline & Aims (Intent)			
<p>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.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of different note placement on the staff in treble clef • Knowledge: Understanding the link between staff notation and the keyboard • Skills: Reading and interpreting treble clef staff-based notation • Skills: Combining rhythmic notation with pitch notation 			
<p>Prior Learning: (Context)</p> <p>KS2: Ability to “use and understand staff and other musical notations” – developing this understanding and where necessary providing additional support</p>	<p>Future Learning: (Context)</p> <p>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.</p> <p>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.</p>	<p>National Curriculum Links: (Context)</p> <p>“All pupils learn to understand and explore how music is created, produced and communicated...[through] appropriate musical notations”</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • “Play and perform confidently” • “Use staff and other relevant notations appropriately and accurately” 	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 13: Sharing thoughts freely ARTICLE 28: Access to education ARTICLE 31: Rest, play, culture, arts</p>		<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding of <i>pitch</i> alongside various other musical elements previously discussed • Recordings of individual performances. These are intended to show each learner’s understanding of how to interpret musical notation. 	
<p style="text-align: center;">British Values Links:</p> <p>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.</p>			
<p>Eco Schools Links: N/A</p>			
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation 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. 	<p>Key Vocabulary:</p> <p>Musical elements</p> <p>Rhythm</p> <p>Tempo</p> <p>Notation</p> <p>Dynamics</p> <p>Crotchet</p> <p>Rest</p> <p>Treble clef</p> <p>Sharp</p> <p>Flat</p> <p>Accidental</p> <p>Accuracy</p> <p>Bar</p> <p>Stave</p>	<p>Numeracy Opportunities</p> <p>Decoding / graph reading through interpreting sheet music.</p> <p>Sequences of notes discussed.</p>	<p>Career Links</p> <p>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</p>



Music	Year 8	Spring Term 1	
Electronic Music: How is Electronic Music Created?			
Topic Outline & Aims (Intent)			
<p>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.</p>			
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 them • Knowledge: 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 recordings • Skills: 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. 			
<p>Prior Learning: (Context) KS2: Ability to “improvise and compose music for a range of purposes using the inter-related dimensions of music”</p>	<p>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.</p>	<p>National Curriculum Links: (Context) “All pupils “understand and explore how music is created [and] produced” Pupils should be taught to:</p> <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” 	
<p>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</p>		<p>Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding of structure alongside various other musical elements previously discussed • Compositions created throughout the module to be assessed at the end of the half term in accordance with the “Composition” level descriptors 	
<p>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.</p>			
<p>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</p>			
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation 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. 	<p>Key Vocabulary:</p> <p>Musical elements Pitch Family Loop Timbre / sonority Texture VSTi MIDI Active Listening Synthesizer Pad Drum machine Filter Piano roll</p>	<p>Numeracy Opportunities</p> <p>Explaining 4 bar phrases and how multiples of this are used in music. Beats, BPM and bars discussed regularly.</p>	<p>Career Links</p> <p>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</p>



Music	Year 8	Spring Term 2	
Around the World II: What can we learn from music of other cultures?			
Topic Outline & Aims (Intent)			
All pupils will explore music from across the globe and understand the importance of world music, alongside its influence on various styles. Pupils will compose and perform a piece based on one style of world music from their previous Google Earth project in Year 7.			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: A developed understanding of what constitutes “world music”, building upon knowledge previously gained in Year 7 • Knowledge: The knowledge to marry student’s sense of place with musical experiences • Skills: Active listening is improved throughout the module with world music examples • Skills: Composition of a piece to fulfil a brief 			
<p>Prior Learning: (Context)</p> <p>KS2: Ability to “improvise and compose music for a range of purposes using the inter-related dimensions of music” Ability to “listen with concentration and understanding to a range of music” “Appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions.”</p> <p>KS3: Composition knowledge gained from previous module to be applied in a different context.</p>	<p>Future Learning: (Context)</p> <p>KS3: A deeper understanding of World Music will help pupils to develop their future analysis of Western music by being able to more readily draw comparisons with styles that are less commonly associated with one another. Another “Around the World” module will again take place in Year 9, further building on pupil’s knowledge and skills.</p> <p>KS4: EDUQAS component 3: “Appraising” Area of Study 1: Musical Forms and Devices, “through listening to and/or playing examples of music from the Western Classical Tradition...” ; our exploration of music from around the World seeks to challenge the concepts that are fundamental to the Western Classical Tradition, thus strengthening a pupil’s understanding of them.</p>	<p>National Curriculum Links: (Context)</p> <p>“All pupils...listen to, review and evaluate music across a range of historical periods, styles and <u>traditions</u>.”</p> <p>“Pupils should be taught to... listen with increasing discrimination to a wide range of music”</p>	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 2: No discrimination ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 30: Minority culture, language and religion ARTICLE 31: Rest, play, culture, arts</p>		<p>Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to World Music, challenging some of the concepts discussed that are typically applied to Western Classical Music. • Assessment of compositions and performances in relation to the authenticity of the final product 	
<p style="text-align: center;">British Values Links:</p> <p>“Schools should ... further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures”</p>			
<p>Eco Schools Links:</p> <p>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</p>			
<p style="text-align: center;">Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) • Learners are always encouraged to use school facilities at lunch and break to work on their compositions. 	<p style="text-align: center;">Key Vocabulary:</p> <p>Texture Dynamics Tempo Percussion Strum Flamenco Gamelan Reggae Folk Ensemble Call and Response Syllabic Melismatic</p>	<p style="text-align: center;">Numeracy Opportunities</p> <p>Distance calculation between various locations. Decoding graphs / maps through exploration of different countries. BPM and bar numbers relevant to composition, alongside note values.</p>	<p style="text-align: center;">Career Links</p> <p>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</p>



What is rhythm?

What is pitch?

How is electronic music created?

What can we learn from music of other cultures?

How can music tell a story?

What is the relevance of music today?

Music	Year 8	Summer Term 1
Music for Musicals: How can music tell a story?		
Topic Outline & Aims (Intent)		
<p>All pupils will explore world of musical theatre and how different songwriting techniques are used to provide a musical with structure. How a story is told through the songs of a musical is a fundamental part of the topic, which will be approached through lyrical analysis as well as drawing upon knowledge of leitmotif and thematic material as explored in the Year 7 module, "Music for Movies".</p>		
Key Skills and Knowledge taught through this topic (Intent)		
<ul style="list-style-type: none"> • Knowledge: An understanding of songwriting techniques for musical theatre and how to recognise them • Knowledge: Comparisons to be made between film music techniques with music for stage • Skills: Active listening is improved throughout the module with musical theatre examples • Skills: Analysis of both macro and micro musical theatre study 		
<p>Prior Learning: (Context) KS2: "Ability to "listen with concentration and understanding to a range of music" "Appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions." KS3: Understanding of film music composition techniques to be applied to music for musicals</p>	<p>Future Learning: (Context) KS3: In Year 9 pupils will explore "Music for Media"; this will follow-up on the knowledge gained from "Music for Movies" and "Music for Musicals" with a detailed look at "short form" music, and how the concepts from these past two modules can be used to analyse musical examples from social media, adverts, TV and video games. KS4: EDUQAS component 3: "Appraising" Area of Study 1: Musical Forms and Devices, "through listening to and/or playing examples of music from the Western Classical Tradition..." ; our exploration of music from around the World seeks to challenge the concepts that are fundamental to the Western Classical Tradition, thus strengthening a pupil's understanding of them. Area of Study 2: Music for Ensemble "learners develop understanding of sonority and texture ... through listening to ... musical theatre"</p>	<p>National Curriculum Links: (Context) "All pupils...listen to, review and evaluate music across a range of historical periods, styles and traditions." "Pupils should be taught to... listen with increasing discrimination to a wide range of music"</p>
<p>RRSA Links: ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts</p>	<p>Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to musical theatre 	
<p>British Values Links: "Schools should ... encourage respect for democracy and support for participation in the democratic processes" in reference to lyrical analysis of <i>Hamilton</i></p>		
<p>Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) • Learners are always encouraged to use school facilities at lunch and break to work on their compositions. 	<p>Key Vocabulary: Colla Voce Overture "Number" Prologue Acts Quodlibet Motif Leitmotif Entr'acte Melismatic Syllabic "Elven o'clock number"</p>	<p>Numeracy Opportunities Chronological understanding and calculation for various time periods relevant to musical theatre and the setting of specific musicals.</p>
		<p>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</p>



What is rhythm?

What is pitch?

How is electronic music created?

What can we learn from music of other cultures?

How can music tell a story?

What is the relevance of music today?

Music	Year 8	Summer Term 2	
Songwriting: What is the relevance of music today?			
Topic Outline & Aims (Intent)			
<p>All pupils will employ their understanding of different musical forms, techniques and devices to create their own song consisting of both lyrics and music. Through writing a song, pupils will further strengthen their knowledge of using musical elements as a springboard for composition.</p>			
Key Skills and Knowledge taught through this topic (Intent)			
<ul style="list-style-type: none"> • Knowledge: An understanding of how to construct a song in accordance with modern convention • Knowledge: The knowledge to combine theory explored in the past 5 topics into one piece of music • Skills: Active listening is improved throughout the module with contrasting examples of singer-songwriter music alongside more general pop / rock music • Skills: Composition of a piece to fulfil a brief 			
<p>Prior Learning: (Context) KS2: Ability to “improvise and compose music for a range of purposes using the inter-related dimensions of music” Ability to “listen with concentration and understanding to a range of music” KS3: Complete theory knowledge from Year 7 and 8 to be employed in composition. Understanding of how lyrics can tell a story from the “Music for Musicals” module.</p>	<p>Future Learning: (Context) KS3: Understanding how to construct a song will help pupils to make educated decisions in instrumentation and arrangement in the final module for Year 9; “Live Lounge”, where pupils will cover a song of their choice. KS4: EDUQAS Area of Study 4: Popular Music. Our exploration of songwriting supports all 3 components of the EDUQAS syllabus (performing, composing and appraising) in Area of Study 4.</p>	<p>National Curriculum Links: (Context) “Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts. • Improvise and compose • Identify and use inter-related dimensions of music expressively and with increasing sophistication 	
<p style="text-align: center;">RRSA Links:</p> <p>ARTICLE 13: Sharing thoughts freely ARTICLE 14: Freedom of thought and religion ARTICLE 17: Access to information ARTICLE 31: Rest, play, culture, arts</p>	<p style="text-align: center;">Assessment of Learning: (Impact)</p> <ul style="list-style-type: none"> • Weekly listening journal entries to apply understanding musical elements in relation to songwriting • Assessment of songs, primarily the composition but also consideration of performance 		
<p style="text-align: center;">British Values Links:</p> <p>“Schools should ... encourage respect for other people and enable students to develop their self-knowledge, self-esteem and self-confidence”</p>			
<p>Eco Schools Links: Pupils encouraged to consider eco school topics as potential themes for the lyrical content of their song.</p>			
<p style="text-align: center;">Reading / Enrichment</p> <ul style="list-style-type: none"> • Weekly Listening page available on the VLE • Listening to music with a critical ear whenever possible • Participation in any / all extra-curricular opportunities is greatly encouraged! • Follow school Spotify account for playlists curated for each topic (@Mr Bunting) • Learners are always encouraged to use school facilities at lunch and break to work on their compositions. 	<p style="text-align: center;">Key Vocabulary:</p> <p>Song Composing Genre Singer-songwriter Lyrics Syllabic Melismatic Word painting Verse Chorus Rhyming scheme Monorhyme Chords</p>	<p style="text-align: center;">Numeracy Opportunities</p> <p>Numeracy opportunities in Mixcraft surrounding BPM, tempo, note values and bar length all relative to structure. In sound production / mixing, information surrounding decibels.</p>	<p style="text-align: center;">Career Links</p> <p>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</p>