

Subject: Music		Year Group: 8
<p>Term 1 Key Focus/Topic(s): Film Music</p> <ul style="list-style-type: none"> • Treble and bass clef • Rhythmic Notation – quaver, crotchet, minim, semibreve • Chords and bass lines • 3/4 tempo 	<p>Term 2 Key Focus/Topic(s): Stomp</p> <ul style="list-style-type: none"> • Texture – monophonic, homophonic, polyphonic • Structure – Binary, Ternary, Rondo • Syncopation 	<p>Term 3 Key Focus/Topic(s): Film and Foley</p> <ul style="list-style-type: none"> • Computer editing software • Midi instruments • Digital production • Technological effects – echo, reverb etc
<p>Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: SMHW (Show My Homework) Quiz</p>	<p>Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Create own homemade instrument</p>	<p>Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Film analysis</p>
<p>Term 4 Key Focus/Topic(s): Ukulele Song Choice</p> <ul style="list-style-type: none"> • Chord progressions • More complex chords • Writing chord diagrams • How to research and choose an appropriate piece to learn 	<p>Term 5 Key Focus/Topic(s): Ukulele Song Choice (cont.)</p> <ul style="list-style-type: none"> • Chord progressions • More complex chords • Writing chord diagrams • How to research and choose an appropriate piece to learn 	<p>Term 6 Key Focus/Topic(s): Samba band carnival</p> <ul style="list-style-type: none"> • Cross rhythms • Semiquavers • Rhythmic movement and formation • Samba performance tradition
<p>Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide</p>	<p>Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide</p>	<p>Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Carnival music research</p>

Rationale:**Unit 1**

- Builds on keyboard project work started in Year 7
- Develops understanding of chords, bass line and other types of accompaniment
- Expands understanding of the elements of music, with a particular focus on pitch, time signature and tempo

Unit 2

- Builds on rhythm and tempo project work started in Year 7
- Develops understanding of cross rhythms, building of textural layers and structural patterns
- Expands understanding of the elements of music, with a particular focus on rhythm, tempo, texture and structure.

Unit 3

- Builds on timbre and texture project work started in Year 7, introduces use of technology
- Develops understanding of midi instruments, editing software and sound engineering and editing
- Expands understanding of the elements of music, with a particular focus on timbre, texture and technological effects

Unit 4

- Builds on chord and melody project work started in Year 7
- Develops understanding of independent learning of musical material
- Expands understanding of the elements of music, with a particular focus on chords, melody and structure

Unit 5

- Explores the historical context and development of popular music styles
- Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion
- Introduces some of the elements of music, with a particular focus on texture, rhythm and structure

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback