

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
 What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 8 Overview 2023-24 – Music

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
Tues 5-Sep	A	1	<p>Music and computer games (8 weeks) Students will apply knowledge and skills learned in year 7 to appreciate, make judgements about and create music which can be used as a soundtrack to a computer game. They will explore early 8-bit games and theory and consider the increasing importance of character, themes, atmosphere and scenario as the gaming genre evolved.</p> <p>Lesson 1 – The evolution of computer games – ‘from manic miner to minecraft’. Lesson 2 – Looking at different types of game how music helps to create an ‘immersive experience’ Lesson 3 – Looking at different types of game how music helps to create an ‘immersive experience’ Lesson 4 – Comparisons between modern games and Hollywood films Lesson 5 – Platform games and the use of sound effects Lesson 6 – Mixcraft session – creating a musical backdrop to footage from the game ‘Cuphead’ Lesson 7 - Mixcraft session – creating a musical backdrop to footage from the game ‘Cuphead’ Lesson 8: Hand in and assessment</p> <p>GW: Students listen to, understand and compose basic soundscapes, which enhance screen image, atmosphere and character. BI: Students listen to, understand and compose extended musical ideas and design more complex textures based on on-screen images and will understand and use basic terminology to describe their work. EW: Students recognise techniques aurally and can reproduce these and develop them in their own composing. They are able to make connections between computer game soundtracks and film music. Students will be able to transfer the techniques they hear into music of their own, with increasing success.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>To apply knowledge of the rise to fame of The Beatles in context and be able to use key terms and concepts to their unique place in the</td> <td>Demonstrate the ability to deliberately listen to and appreciate different types of computer game and associated soundtracks and be</td> <td>To apply knowledge of key principles in context and be able to use those key terms and concepts to understand the role and importance of</td> </tr> </tbody> </table>	Prior (Y7)	Now (Y8)	Next (Y9)	To apply knowledge of the rise to fame of The Beatles in context and be able to use key terms and concepts to their unique place in the	Demonstrate the ability to deliberately listen to and appreciate different types of computer game and associated soundtracks and be	To apply knowledge of key principles in context and be able to use those key terms and concepts to understand the role and importance of	<p><u>Curriculum areas:</u> Listening – Deliberately listening to music which is used to create atmosphere and mood in computer games and to be able to describe this music using appropriate music-specific terminology. Performing – Play the main theme of the 1980s game ‘manic miner’ (In the hall of the mountain king by Grieg) Composing – Create own background music to different genres of computer game eg driving, platform, adventure, using the techniques studied.</p> <p><u>Assessment of Progress:</u> Written and verbal responses to both familiar and previously unheard music. Content will be tested at ST2 (May 23) Terminal composition and resulting teacher assessment.</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the genre eg motif, sound effect, hit point, soundscape.</p> <p><u>History:</u> The changing nature of computer games and the evolution of technology both in a musical and wider context.</p>
Prior (Y7)	Now (Y8)	Next (Y9)								
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11-Sep	B	2								
18-Sep*	A	3								
25-Sep	B	4								
2-Oct	A	5								
9-Oct	B	6								
16-Oct	A	7								
23-Oct	B	8								

			history of all music, not just popular music.	able to understand the concepts and 'ingredients' which make these soundtracks successful, using relevant terminology with increasing confidence. Also, to understand the pivotal place of this genre within a wider musical and historical context.	music in film. To apply knowledge and skills to compose the incidental music to an existing sequence of film footage, using key concepts such as Leitmotif, hit points and successfully creating atmosphere and mood		
Half-Term							
6-Nov	A	9	Cover versions (10 weeks) Using the band 'Queen' as an example, students will study the evolution and revolution of the rock band set up. They will look at different versions of the song 'we will rock you' and explore the similarities and differences between them, broadening their understanding of the elements of music. They will then produce their own 'cover version' of this song in groups.			<u>Curriculum areas:</u> Listening – Deliberately listening to music by Queen describe the music using appropriate terminology. Comparing 3 different versions of the song 'we will rock you', again using music-specific appropriate terminology. Performing – Play the main parts of the song 'we will rock you', including the lyrics Composing – Create own 'cover version' of the song 'we will rock you', using the techniques studied. <u>Assessment of Progress:</u> Written and verbal responses to both familiar and previously unheard music. Content will be tested at ST2 (May 23) Terminal composition and resulting teacher assessment. <u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the genre eg riff, repetition, solo, effects, shouting. <u>History:</u>	
13-Nov	B	ST1					
20-Nov	A	ST1	NB ST1 WILL BE A PRACTICAL ASSESSMENT				
27-Nov	B	12	Lesson 1 – The rock band set up and background to Queen				
4-Dec	A	13	Lessons 2 and 3 – Deliberate listening to at least 3 versions of the song 'we will rock you' and present in pairs on similarities and differences.				
11-Dec	B	14	Lesson 4 – Explore how songs can be manipulated and changed to create a 'cover version'. Lesson 5 – Split class into 'bands' and begin to plan own cover version of 'we will rock you'. Lesson 6 – Practical session producing a cover version				
18-Dec	A	15	Lesson 7 – Practical session producing a cover version Lesson 8 - Recording session and assessment Lesson 9 - Recording session and assessment Lesson 10 – Peer reviews of final recordings				

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					Names of other groups who composed and/or performed in this genre. The changing nature of particular musical movements. The historical and social context of the UK and America in the 1970s and 80s.						
Christmas Holiday											
8-Jan	B	16	<p>GW: Students listen to, understand, perform and compose basic repeated rhythms and melodies to produce their own basic version of the song 'we will rock you'.</p> <p>BI: Students listen to, perform and compose extended musical ideas and design more complex textures based on the original song and will understand and use basic</p> <p>EW: Students recognise techniques aurally and can reproduce these and develop them in their own performing and composing. They are able to make connections between the music of Queen and the band's place in the evolution of rock music. Students will be able to transfer the techniques they hear into music of their own, with increasing success</p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Now (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Understand how popular songs have mass appeal across all age ranges and in a variety of contexts. Also, realise the importance of structure in popular songs and the importance of a memorably melody in a popular song. Expand ways of describing melodic movement and range.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to rock music (in particular the music of Queen) and be able to understand the pivotal place of this genre within a wider musical and historical context. Also, to apply this knowledge to produce a cover version of the song 'we will rock you'.</td> <td>To apply knowledge of key principles in context and be able to use those key terms and concepts to reproduce a song independently and then to use knowledge and skills to compose the lyrics and music of a simple song.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Understand how popular songs have mass appeal across all age ranges and in a variety of contexts. Also, realise the importance of structure in popular songs and the importance of a memorably melody in a popular song. Expand ways of describing melodic movement and range.	Demonstrate the ability to understand and recall key terms pertaining to rock music (in particular the music of Queen) and be able to understand the pivotal place of this genre within a wider musical and historical context. Also, to apply this knowledge to produce a cover version of the song 'we will rock you'.	To apply knowledge of key principles in context and be able to use those key terms and concepts to reproduce a song independently and then to use knowledge and skills to compose the lyrics and music of a simple song.
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15-Jan	A	17									
22-Jan	B	18									
29-Jan	A	19									
5-Feb	B	20									
12-Feb	A	21									
Half-Term											
26-Feb	B	22	Spooky music (10 weeks)			Curriculum areas:					
4-Mar	A	23	Students will listen to and appreciate the musical conventions used in the soundtracks to horror films and will								

11-Mar	B	24	<p>perform and compose clichés in this style. They will compose their own introductory music to a horror film, using instrumental and orchestral timbres to create texture, mood and atmosphere</p> <p>They will also consider the role and importance of using voiceover to enhance mood and atmosphere.</p> <p>Lesson 1 – Understand how body, vocal and instrumental sounds can be used to describe different “spooky” effects.</p> <p>Lesson 2 – Understand and utilise variations in dynamics and tempo in “spooky” music to add excitement and tension.</p> <p>Lessons 3 and 4 – Create and perform effective “horror music” having listened to some existing examples.</p> <p>Lesson 5 and 6 – Manipulate and experiment with different orchestral sounds and other sound sources to create the soundtrack to the beginning of a typical horror movie.</p> <p>Lesson 7 and 8 – The voiceover, recording and adding effects</p> <p>Lessons 9 and 10 – Assessment and feedback</p> <p>NB ST2 WILL BE A LISTENING TEST</p>			<p>Listening – Deliberately listening to music which is used to create atmosphere and mood in horror films and to be able to describe this music using appropriate music-specific terminology. Also, specifically, how orchestral sonorities are used to create effect.</p> <p>Performing – Play famous motifs synonymous with horror films eg jaws, psycho, the exorcist</p> <p>Composing – Create own opening music to a horror film music using the techniques studied. Also, creation and manipulation and recording of a voiceover to enhance the overall effect of the music.</p>
18-Mar	A	25				
25-Mar*						
	B	26				
Easter Holiday						
15-Apr	A	27	Prior (Y7)	Now (Y8)	Next (Y9)	<p>Written and verbal responses to both familiar and previously unheard music.</p> <p>Content will be tested at ST2 May 23</p> <p>Terminal composition and resulting teacher assessment.</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the genre eg motif, sound effect, hit point, soundscape, voiceover, extremities of range, pitch, dynamics etc.</p> <p><u>History:</u> The evolving nature of film and the use of the orchestra as a pallet. Also, evolution of technology both in a musical and wider context.</p>
22-Apr	B	ST2	<p>Demonstrate the ability to deliberately listen to, appreciate, perform and compose different types of ‘programme music’ (music which paints a picture or tells a story) from music and be able to understand the concepts and ‘ingredients’ which make Holst’s ‘Planet suite’, using relevant terminology with increasing confidence.</p>	<p>Demonstrate the ability to deliberately listen to and appreciate the different characteristics of the music of horror films and be able to understand the concepts and clichés which make this genre of music successful. Use relevant terminology with increasing confidence and understand and appreciate the pivotal place of this genre within a</p>	<p>To apply knowledge of key principles in context and be able to use those key terms and concepts to understand the role and importance of music in film. To apply knowledge and skills to compose the incidental music to an existing sequence of film footage, using key concepts such as Leitmotif, hit points and successfully creating atmosphere and mood</p>	
29-Apr	A	ST2				
6-May*	B	30				
13-May	A	31				
20-May						
	B	32				

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				wider musical and historical context.				
Half-Term								
3-Jun	A	33	Indian Music (7 weeks)			<p><u>Curriculum areas:</u> Listening – Deliberately listening to music from India and the Punjab and to be able to describe this music using appropriate music-specific terminology. Also, specifically, how particular instruments and sounds are synonymous with the music of India Performing – Play existing raga and tala patterns and working as a group to produce authentic Indian style performances. Developing improvisation as a skill. Composing – Create own raga and improvising patterns using this note pattern. Also, creation and manipulation of a recorded rag to combine with a composed dance track to create a Bhangra style piece.</p> <p><u>Assessment of Progress:</u> Written and verbal responses to both familiar and previously unheard music. Content (foundational knowledge) will be tested at year 9 ST2 Terminal composition and resulting teacher assessment.</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the genre eg rag, tala, sitar, tambura, drone etc.</p> <p><u>History:</u> The evolving nature of film and the use of the orchestra as a pallet. Also, evolution of technology both in a musical and wider context.</p>		
10-Jun	B	34	Students will listen to and appreciate the musical traditions and conventions used in the music of the Indian Subcontinent and will perform and compose music in this style. They will compose their own 'rag' and 'tala', before combining these ingredients into an authentic Indian piece.					
17-Jun	A	35	They will also consider fusion with Western pop music to create Bhangra music and will use technology to transform their Indian piece into an authentic Bhangra track.					
24-Jun	B	36	Lesson 1 – Know and have a basic understanding of Indian culture and Indian music, including recognising typical instruments					
1-Jul	A	37	Lesson 2 – Know and understand the term 'Rag' and the nature of raga and how they can represent different moods					
8-Jul	B	38	Lesson 3 – Explore musical sounds that are capable of playing drones and to play an authentic sounding drone, using an appropriate voice on a keyboard					
15-Jul			Lesson 4 – Know and understand the term 'tala' and to compose and play a tala rhythm					
			Lesson 5 - Combine all above elements into either one recorded piece of music , or separate recordings					
			Lessons 6 and 7 – Use recording of piece/ideas to create a Western style 'Bhangra' track using Mixcraft					
			<p>GW: Students listen to, understand, perform and compose the basic ingredients which make up Indian music, both classical and in a Bhangra style.</p> <p>BI: Students listen to, understand and compose extended musical ideas and design more complex textures based on the fusion of Indian style and Western electronic dance music and will understand and use basic terminology to describe their work.</p> <p>EW: Students recognise techniques aurally and can reproduce these and develop them in their own composing. They are able to make connections between the music India and that of the Punjab and the Bollywood film industry. Students will be able to transfer the techniques they hear into music of their own, with increasing success.</p>					
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Prior (Y7)	Now (Y8)	Next (Y9)						
	A	39						

			<p>To apply knowledge of the key principles of 'body music' in context and be able to use those key terms and concepts to understand perform and compose rhythms which create interesting and varied textures and timbres.</p>	<p>Demonstrate the ability to understand and recall key terms pertaining to music from India and be able to apply these when prompted. Explore the fusion between Indian classical music and Punjabi Bhangra and the pivotal role of rhythm and pulse.</p>	<p>To apply knowledge of key principles in context and be able to use those key terms and concepts to understand the role of the ensemble in creating polyrhythmic textures through the exploration a Samba.</p>		
(Total: 190 Days)							

* Bank Holidays

Overview of Year 8	
Based on your Flight Path <i>(E.g. Targets 1L – 4L)</i>	By the end of Year 8, students will have learned
GW: <i>(E.g. Grade 1)</i>	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: <i>(E.g. Grades 2-3M)</i>	<i>Students can recognise</i>
EW: <i>(E.g. Grades 3U-4L)</i>	<i>Students can understand information from a variety</i>

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?

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- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)