

## MUSIC - YEAR 8

In key stage 3 students are introduced to a number of new experiences in a range of subject areas that are not covered in depth at key stage 2. Music, Art (Fine and Textile), Food Preparation and Nutrition and Design and Technology allow students to engage with and develop knowledge and skills in the creative subjects within the school curriculum. Students will learn about health and safety in various environments, enabling them to work safely with a variety of materials/tools/media and instruments when responding to set tasks. They will gain an awareness of different art and design movements, as well as cultural and historical music, to aid their responses. In Food, students will gain an understanding of Food hygiene, the science behind food and nutrition. Learning of key skills are taught explicitly within each project. The curriculum in key stage 3 has been specifically developed to engage students in new subject areas and build knowledge and skills, year on year, in preparation for key stage 4.

### **Music Rationale-KS3**

In preparation for KS4, in KS3 students will study the musical disciplines of performing, composing, listening, and appraising, which provides them with an understanding of key musical concepts which underpins further study in GCSE Music. Students are taught across a variety of topics from African drumming to Film Music all of which have extensive practical tasks. The main goal of this curriculum is to equip students with the knowledge to study Music further and we endeavour to give every student the opportunities, skills and knowledge to enable them to develop as confident and creative musicians. Relevant music theory and instrumental techniques are taught in the context of making music to allow students to progress and develop their skills with increasing independence and diversity. Throughout all topics, an emphasis on perseverance, resilience and self-evaluation will help students to develop as successful learners.

<b>Autumn term: Music</b>		
<b>Term 1</b>	<p><b>African Drumming.</b> Students will be tasked with activities that will challenge them regarding active listening, critical thinking, teamwork, understanding and creativity. Students will learn about the origins and history of African drumming music and understand the key features of how to play the djembe drum and African drumming music.</p>	
	<p><b>Important vocabulary:</b></p>	
	<table border="1"> <tr> <td style="background-color: #e6e6fa;">           Call and Response. Off-beat Bass Tone Slap Tempo Dynamics (pp, p, mp, mf, f, ff, cresc., dim) Duration Texture         </td> <td style="background-color: #add8e6;">           Timbre Articulation Silence Staff Notation Stave Crotchet Quaver Semiquaver Minim         </td> </tr> </table>	Call and Response. Off-beat Bass Tone Slap Tempo Dynamics (pp, p, mp, mf, f, ff, cresc., dim) Duration Texture
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<p><b>Key knowledge students will learn:</b></p>	<p><b>Key practical skills students will learn:</b></p>	
<ul style="list-style-type: none"> <li>• Draw on the Elements of Music as a resource when composing, creating and improvising.</li> <li>• Introduction to Call and Response.</li> <li>• How to count a bar and stay in time.</li> <li>• Recognise the Elements of Music when listening to and appraising music.</li> </ul>	<p>Skill 1: Use of Musical Instruments Skill 2: Composition Skill 3: Creation of musical contrasts Skill 7: Performing Skill 8: Listening Skill 9: Appraising</p>	
<b>Spring term: Music</b>		
<b>Term 2</b>	<p><b>Soundtracks.</b> Students will gain an understanding of what Programme Music is and when it is used. Students will learn about the characteristics of film music. They will learn about what a Leitmotif, Ostinato and Hit-Point are, and how they are used in film music. Students will also gain an understanding of how and why repetition and building tension is used within a film score. Students will learn how to play 'Hedwig's Theme' from Harry Potter. Students will be assessed on their film music compositions for "I am your daughter" scene from the film 'The Others'.</p> <p><b>Minimalism.</b> Students will gain an understanding of what Minimalism is. They will listen to and discuss the music of composers such as Steve Reich, Michael Nyman, Philip Glass, Brian Eno, John Cage and Mike Oldfield. Students will learn about how minimalist music became popular and how it was influenced by African drumming music and Indonesian Gamelan music. Students will learn how to play 'Tubular Bells' by Mike Oldfield and will also create and perform their own rhythmic Minimalist piece.</p>	
	<p><b>Important vocabulary:</b></p>	
	<table border="1"> <tr> <td style="background-color: #e6e6fa;">           Rhythm Pulse Beat Time Signature Conducting Accent Ostinato         </td> <td style="background-color: #add8e6;">           Semibreve Minim Crotchet Quaver Ostinato Hit-Point Polyrhythm.         </td> </tr> </table>	Rhythm Pulse Beat Time Signature Conducting Accent Ostinato
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	Rests Minimalism Forte	Leitmotif. Metre Texture
	<b>Key knowledge students will learn:</b>	<b>Key practical skills students will learn:</b>
	<ul style="list-style-type: none"> <li>Understand the fundamentals of which film and minimalist music is built and performed on.</li> <li>Develop an understanding of leitmotif, ostinato and hit-point.</li> <li>Develop an awareness of Indonesian Gamelan music and cyclical structures.</li> <li>Distinguish the differences of time signatures and what it means when playing them.</li> <li>Develop an understanding of composers of minimalist music and their works.</li> </ul>	<p>Skill 1: Use of Musical Instruments</p> <p>Skill 2: Continue to develop their understanding of reading notation.</p> <p>Skill 3: Composition</p> <p>Skill 4: Continue to develop keyboard skills.</p> <p>Skill 5: Refine compositional ideas.</p> <p>Skill 6: Follow and realise a music score</p> <p>Skill 8: Listening</p> <p>Skill 9: Appraising</p>
<b>Summer term: Music</b>		
<b>Term 3</b>	<p><b>Structures.</b></p> <p>Students will learn what structure is and how it is used in music.</p> <p>Students will be able to use key musical vocabulary to describe the structure of a piece of music.</p> <p>Students will learn about Binary Form, Ternary Form, Rondo and Theme and Variation.</p> <p>Students will create a short performance of a binary/ternary form piece.</p> <p>Students will develop their composing skills by creating variations of a given theme, that being 'Frere Jacques'.</p> <p><b>Musical Decades – 1950s.</b></p> <p>Students will develop their listening skills and will learn how to identify the main features of popular music from the 1950's (Rock 'n' Roll).</p> <p>Students will have an insight into the background and culture of Rock 'n' Roll, the teenager movement, and how the music links to the Blues.</p> <p>The aim for this module is for students to improve their keyboard playing technique by learning how to play "Hound Dog" by Elvis Presley.</p>	
	<b>Important vocabulary:</b>	
	Repeat Repetition Binary Form Ternary Form Rondo Theme and Variation Notation Call and response. Break	Riff Ostinato Treble Clef Bass Clef Bass Line Melody Chords Improvisation Phrase
	<b>Key knowledge students will learn:</b>	<b>Key practical skills students will learn:</b>
	<ul style="list-style-type: none"> <li>Understand how music can be based on Repeated Musical Patterns.</li> <li>Understand and distinguish between Hooks, Riffs and Ostinatos</li> <li>Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.</li> </ul>	<p>Skill 1: Continue to develop their instrumental skills.</p> <p>Skill 2: Continue to develop their understanding of reading notation.</p> <p>Skill 3: Composition</p> <p>Skill 4: Continue to develop keyboard skills.</p> <p>Skill 5: Refine compositional ideas.</p>

	<ul style="list-style-type: none"> <li>Gain an understanding of the roles that are in a band.</li> </ul>	<p>Skill 6: How to apply the roles that are in a band, and actively listen to each other when practicing and performing in a group. Skill 8: Listening Skill 9: Appraising</p>
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## How can I help my child be successful in Music?

<ul style="list-style-type: none"> <li> Support your child when undertaking homework research tasks.</li> <li> Listen to music from a range of styles and ask your child how they would explain the musical elements of that piece, and what are their overall thoughts. How does it make them feel? What does it make you think of? Etc.</li> <li> Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support.</li> <li> Explore the key vocabulary often with your child to help them transfer it to long term memory.</li> <li> Encouraging your child to be organised and plan ahead to ensure smooth progress through the rotation.</li> </ul>
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## How will you assess my child's progress?

<p>Assessment of learning takes many forms. We assess how your child is learning through their written, visual, aural, practical and verbal responses.</p> <p>In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress.</p> <p>Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.</p> <p>Each rotational subject will allow for students to produce one or a number of practical outcomes, based on sound research and design work. The projects are marked summatively at the end of each rotation to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.</p>
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