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| **Year 8 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T1** | Performing and composing hooks and riffs | * What are hooks and riffs * Why they are important to pop music * Composing your own riffs * To understand the difference between hooks and riffs. * What musical features makes a riff catchy. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Presentation skills  Creativity  Communication | Performance of famous hooks/riffs  Composing your own riff. |
| **Catholicity across Music** | In ensembles, students learn to work together harmoniously, supporting one another and developing a sense of solidarity. This reflects Catholic teaching on the importance of community and collaboration, where each person’s contribution enhances the whole. | | | | | |
| **Year 8 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T2** | Blues Music features | * Origins of the blues * how a chord is created. * Swing rhythm * Walking bass * How to improvise * Blues scales * Melodic structure of the Blues * Playing from notation | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Critical Listening  Cooperation  Self Confidence | Performing a blues arrangement. |
|  | How to create an authentic African drumming performance | * Context of African Music in African Culture * Cyclic rhythms * Polyrhythms * Call and Response * Syncopation * Creating various textures effectively. * Sonorities of the djembe. | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Planning  Teamwork  Leadership | Performing an African rhythm composition |
| **Catholicity across Music** | Catholic Social Teachng emphasises social justice, compassion, and the dignity of every person. Students can explore how music has been used to advocate for change and promote peace. Students reflect on the origins of Blues music and the Western African culture to recognise the injustices that have been faced in the past and how they overcome these injustices. | | | | | |
| **Year 8 Curriculum Overview [2024-2025]**  **Subject Music** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **T3** | How film music is created. | * The purpose of film music * Diegetic and non- diegetic sounds. * What a leitmotif is. * Thematic transformation | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Planning  Determination  Cooperation | Performance of a film theme music |
|  | To perform an accurate minimalism piece using minimalism techniques | * Minimalism context both in and outside music * Minimalism being the development of simple ideas. * Use of rests * Motifs and how they are used. * Metamorphosis | Music appraising tasks | Key vocab explained explicitly and then used throughout listening and practical work. | Presenting skills  Creativity  Decision Making | To perform a minimalism arrangement |
| **Catholicity across Music** | Students are introduced to composers and musicians who create and perform music for specific events and needs, providing a service to a common goal. By creating music that aims to uplift or serve others. They learn to use their creativity as a form of giving back and spreading positive values. | | | | | |