KS3 curriculum map – Music Year 8

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|  | Topic | Key concept – what do I want the students to learn from this unit? | What knowledge will they acquire? | Rationale – why am I teaching this now? | Assessment – how will I test that students are acquiring knowledge – low stakes testing. | Skills development – what skills do I want to develop in this unit of work? (exam skills, employability skills etc.) | Key vocab |
| YEAR 8 OVERVIEW | | | | | | | |
| Y8 - Term 1 | Blues – performance skills | The roles of the different layers of music (Bass, Chords, Melody & Rhythm) | Historical context of Blues Music  To be able to recognise the  Key components of Blues Songs: Walking Bass Line, 12-Bar chord pattern, Blues Scale for Improvisation, AAB lyric structure for verses. | Students need to develop their performance skills (both individually & as part of an ensemble. They will need to decide on their performance ability to choose differentiated roles). Using the vehicle of Blues Songs allows students to build confidence through realising that all ability levels are required for a successful ensemble. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | Performance/Rehearsal techniques: the importance of knowing own part (be it fully or a simplified version)  Ensemble: ability to know how different parts fit together to create a cohesive whole  Non-Verbal Communication  Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Bass line  Chords  Improvisation  Melody  Intro  Verse |
|  | **FORMAL ASSESSMENT** | | | | | | |
| Y8 - Term 2 | Blues Songs | How to compose and perform own Song in the style of Blues | To be able to apply the  Key components of Blues Songs: Walking Bass Line, 12-Bar chord pattern, Blues Scale for Improvisation, AAB lyric structure for verses. | Students will be required to work collaboratively to compose, rehearse and perform an original blues song as an ensemble. This unit completes the final fundamental element of skills, knowledge and understanding required In Music. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | Composition: How to use the elements of Blues songs to create their own successful song in the style of Blues. Performance/Rehearsal techniques: the importance of knowing own part (be it fully or a simplified version)  Ensemble: ability to know how different parts fit together to create a cohesive whole  Non-Verbal Communication  Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Bass line  Chords  Improvisation  Melody  Intro  Verse |
| Y8 – Term 3 | Own song choices | How the elements of Blues songs relate to the elements of popular songs today.  How to use this knowledge to create &/or perform in a different style/genre | To be able to transform the key components of Blues into another style/genre: Bass line, Chords, Melody (using appropriate scale), use of verse & chorus. | Students will be required to work collaboratively to compose, rehearse and perform as an ensemble in a different genre/style. This unit consolidates the final fundamental element of skills, knowledge and understanding required In Music. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | Composition: How to use the basic elements of songs to create their own successful song in a style/genre of their choosing. Performance/Rehearsal techniques: the importance of knowing own part (be it fully or a simplified version)  Ensemble: ability to know how different parts fit together to create a cohesive whole  Non-Verbal Communication  Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Bass line  Chords  Improvisation  Melody  Intro  Verse |
|  | **FORMAL ASSESSMENT** | | | | | | |