



Curriculum Map

Subject: Music

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Rap project and Four Chord Songs Performing focus</p> <p>Know how to read ukulele diagrams and how chords are used in popular music</p> <p>Key vocabulary: Strumming patterns, major and minor chords, accompaniment</p>	<p>Christmas Song Composing focus</p> <p>The notes on a keyboard and how to form a chord,</p> <p>Key vocabulary: Chord sequences, primary and secondary chords, treble clef notation, cadences, dissonant, consonant</p>	<p>Samba Performing focus</p> <p>When and where samba music is often performed and the features of samba music</p> <p>Key vocabulary: call and response, syncopated rhythms, break, groove and polyrhythm and the names of specialist samba instruments</p>	<p>Blues Composing focus</p> <p>The historical and social context in which blues music was first created and the typical musical features</p> <p>Key vocabulary: 12 bar blues, primary chords, blues scale, AAB structure and improvised fills.</p> <p>Key musicians: BB King, Bessie Smith, Robert Johnson</p>	<p>Musical theatre Performing focus</p> <p>The development of musicals and the key features that make them successful.</p> <p>Key vocabulary: Overture, duet, solo, genre, ballad, canon</p> <p>Key musicals: Hamilton, West Side Story, Sound of Music, School of Rock, Matilda</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Performing in time, writing lyrics with internal rhymes, play basic chords on the ukulele (C, G Am F), layer up songs to create vocal harmonies and more complex textures, use a range of strumming patterns and sing in tune and with confidence.</p>	<p>Perform chords on the keyboard in a range of ways, compose an effective chord sequence that uses minor and major chords and being able to combine a melody together with chords in an original way</p>	<p>Perform and hold syncopated rhythms and call and response patterns as part of a larger ensemble, play fluently within a whole class ensemble, and understand the use of contrasting sections in a samba</p>	<p>Use the blues scale to improvise a melody line and combine a melody over the 12 bar blues with the correct timing and structure, taking creative risks to make a piece sound authentic as possible, for example by adding an improvisation section.</p>	<p>Work collaboratively to rehearse a song effectively, perform in a wide range of styles, know how to make a performance expressive and to use it in storytelling, perform more complex chord patterns and melodic lines.</p>
<p>Key Questions</p>	<p>What is the correct playing position for each chord? How are chords varied in popular music?</p>	<p>What makes a successful chord sequence? Describe the difference between dissonance and consonance.</p>	<p>What makes samba music so suitable for carnivals? What are the key features, structures and rhythms of samba?</p>	<p>Compare and contrast the music of early blues musicians like Bessie Smith and Robert Johnson with contemporary blues musicians.</p>	<p>How has musical theatre developed over time?</p>
<p>Assessment</p>	<p>Writing own rap for a musical or film character / A four chord vocal medley using the ukuleles.</p>	<p>Composing and performing a Christmas song.</p>	<p>Samba group performance and listening assessment</p>	<p>Composing and performing a blues song</p>	<p>Performing a song from a musical (vocally or instrumental), EOY exam</p>



Curriculum Map



Literacy/Numeracy/ SMSC/Character	Confidence, resilience, collaborative skills	Initiative, aspiration,	Confidence, integrity Latin American cultural appreciation	Confidence, Aspiration, tolerance, cultural appreciation	Tolerance, confidence, resilience
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