



Academic year: <u>Year 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
AUT A Music for stage and screen.	Film music - using notation software to compose a piece of music to accompany a film	<ul style="list-style-type: none"> • How music is used effectively in films. • Becoming familiar with different musical notation/ sequencing software. • How to use MuseScore to enter pitch and rhythm. • How to copy/paste and edit sounds using notation software. • Learning about major and minor scales and chords, pentatonic and whole-tone scales. Diminished sevenths and pedal notes. • Entering original musical ideas onto MuseScore. • Composing a score to accompany a film storyboard. 	Individual composition skills assessed in final film score composition/storyboard composition.
AUT B Music and history Philanthropy project	Folk music - history and context, how to perform folk songs and sea shanties vocally and on the keyboard	<ul style="list-style-type: none"> • Learning folk songs and sea shanties vocally and on the keyboard. • How to analyse rhythm and pitch in a melody and how to fit lyrics with rhythms. • How to compose simple folk-inspired syllabic vocal melodies over simple accompaniments • Vocal performing technique (solo and ensemble) – Folk songs / music from own cultural / ethnic background • Comparing music from different styles and genres. . • Working in groups to put together instrumental and vocal performances: improving the performances with an awareness of accuracy and ensemble. 	Practical assessment performing folk music accurately. Creating melodies and accompaniments on the keyboard
SPR A Songwriting	Protest songs – understanding how music has been used for campaigning and as a vehicle for	<ul style="list-style-type: none"> • Social and Catholic responsibility – Human rights. • Use of musical elements to increase the effectiveness of the song. • Industrial Folksong: British Social History. Impact of social class on music making. • Solo and ensemble singing skills. • Word setting techniques. (Syllabic and melismatic settings) • Singing and playing accompaniment at same time 	Industrial folksong listening assessment. Composing skills: setting of own protest song lyrics.



	social change. Vocal technique – A Cappella singing.	<ul style="list-style-type: none"> Creating lead sheets. 	Solo vocal performance (with instrumental accompaniment as appropriate)
SPR B Song writing Philanthropy project	Song writing	<ul style="list-style-type: none"> Exploring elements of pop songs - chords, structure, melody, lyrics, bass lines - how to construct a song. Keyboard skills: creating accompaniments using both hands on the keyboard playing triads and arpeggios. Using inversions to create more effective and fluent lines. Recognising common chords and chord progressions in pop songs. Using learning from aural exercises to inform own composing. Vocal performing technique – singing, breath control, harmonising, rap, communication with audience. Using own instrumental skills to improve the overall effect of a piece. Techniques for controlling nerves when performing. 	Final assessment of four chord song composition. Vocal skills assessed in final performances and instrumental skills of accompanists. All assessed on their contribution to the composition.
SPR A World Music	Samba - cultural context and background, developing instrumental skills	<ul style="list-style-type: none"> How to identify the different samba instruments visually and aurally How to play different samba instruments correctly How to maintain your rhythmic part as part of an ensemble - playing in time Learning the main groove and different types of break How to compose a samba piece using the main groove and different types of break 	Ensemble performance skills, leadership, and quality of composition assessed in final performance of group composition.
SUM B World Music and Fusions	Classical Indian Music. How it is different from Western classical tradition. How Indian Music is structured and how the	<ul style="list-style-type: none"> Identifying common Indian Instruments. Performing Ragas and Talas. Ensemble performing. Reacting to others in ensembles. Learning about structure in Indian Music (alap, johr, gat etc.) Composing using acoustic and virtual instruments. Melodic improvisation. Combining layers of sound. Learn how musical fusions combine elements from different cultures. Vocal and instrumental performing skills. 	Listening based on Bollywood score. Bhangra composition. Fusion performance combining aspects of own musical cultural and ethnic and backgrounds.



	<p>performers create pieces.</p> <p>Learning about Bhangra, musical fusions and introduction to Release</p>	<ul style="list-style-type: none"> • Combining European and Non-European musical elements. • Composing skills. • Listening to music – identifying varied instrumental and vocal resources. • Cultural understanding: how immigration is an enriching cultural experience. 	
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