

KS3-YEAR 8 Curriculum Overview:

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>Lessons per week:</p> <p>(1 hour per week or 1 per fortnight depending on the class – roughly half the year on once a fortnight)</p>	<p align="center">Blues</p> <p align="center">(Ukulele/Keyboards)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced.</p>	<p align="center">Jazz</p> <p align="center">(Ukulele/Keyboards)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced. Also how it developed from the Blues covered in Autumn 1.</p>	<p align="center">Brit Pop</p> <p align="center">(Ukulele/Keyboards)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced. Focus on how it has remained such an iconic genre.</p>	<p align="center">Reggae</p> <p align="center">(Ukulele/Keyboards)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced.</p>	<p align="center">Grime</p> <p align="center">(Cubase – computer software)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced. Significant focus on culture and impacts on society etc.</p>	<p align="center">Disco & Production</p> <p align="center">(Cubase – computer software)</p> <p>A scheme that covers this particular genre of music in detail including where it began, how it developed and what it influenced. Focus on how this differs to the electronic and production side of Grime.</p>
<p>Key Knowledge/Skills covered in the scheme</p>	<p>Ability to recognise the key features of both Blue music</p> <p>Ability to define the key terminology associated with the two genres</p> <p>Performance of the key features including the 12 bar blues and the walking bassline amongst others.</p> <p>Performing in time with a partner, playing both the same parts and different parts.</p>	<p>Ability to recognise the key features of Jazz music and how they link to Blues.</p> <p>Ability to apply performance techniques/skills to Jazz.</p> <p>Performance of Blues features learnt in Autumn 1 plus additional Jazz features such as melody.</p> <p>Applying performance techniques and skills to composition.</p>	<p>Ability to recognise the key features of Brit Pop Music.</p> <p>Ability to apply performance techniques/skills to Brit Pop.</p> <p>Applying performance techniques and skills to composition.</p>	<p>Ability to recognise the key features of Reggae music and any cultural links to Blues etc.</p> <p>Ability to apply performance techniques/skills to Reggae.</p> <p>Applying performance techniques and skills to composition.</p>	<p>Ability to recognise the key features of Grime Music.</p> <p>Applying performance techniques and skills to composition – focus on the use of production, applying previous performance and composition skills learnt across KS3 to Cubase.</p>	<p>Ability to recognise the key features of Disco Music.</p> <p>Applying performance techniques and skills to composition – focus on the use of production, applying previous performance and composition skills learnt across KS3 to Cubase.</p>
<p>Assessment</p> <p>(Bold-School assessment data input)</p> <p>(Colour coded to link with GCSE/BTEC Component focus)</p>	<p>Performance and composition focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features.</p>	<p>Performance and composition focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features.</p> <p>Data drops: Tuesday 23rd November</p>	<p>Performance and composition focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features..</p> <p>Data drops: Tuesday 8th Feb</p>	<p>Performance and composition focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features.</p>	<p>Performance and composition (including production) focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features.</p>	<p>Performance and composition (including production) focused on the practical skills achieved throughout the scheme; differentiation is provided through the features that are taught.</p> <p>Ability to define and recognise the different features. Ability to perform and compose using features.</p> <p>Data drops: Tuesday 28th June (And 5th July?)</p>

Building on prior learning	All units take skills and knowledge learnt in year 7 and develop it further. For example, the Blues unit takes the keyboard skills from year 7 and applies them to this particular genre of music. The film composition unit applies the same use of elements of music and consideration of instruments as that in the film scheme in year 7, however students are pushed to use the software to compose instead.
Links to National Curriculum	National curriculum – performing and composing, recognising and applying the elements of music, a basic understanding of 'theory' (notation), to evaluate music from different styles/periods. <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
Next Stage of Education: Links to GCSE/BTEC Specification	BTEC includes identifying features of different genres of music using the elements of music. Composition and performance – for C3 students have to compose and perform Students must be able to engage practically for BTEC therefore basic skills on the ukulele and keyboards can be transferred should they opt with little other instrumental experience.
Independent/Home learning	Learning of key vocabulary and rehearsals within the department. Reading tasks centred on the given topics/styles to broaden the repertoire of students.
Cross-Curricular Links	Links to all other PA subjects through performance skills and composition links to devising/choreographing. Key vocabulary can also be cross referenced here. PHSE/Sphere for confidence etc (SMSC). History – Blues music and the slave trade.
Cultural Capital & Extra Curricular Opportunities	Performance opportunities. Extra-curricular clubs and access to the practice rooms during break and lunch. Potential trips/visitors to engage them in other opportunities for performance etc whether this be them performing or watching performances.
Positive Impact on personal Development (SMSC)	Building confidence Understanding the resilience needed to master such skills Majority will be experiencing new skills that they may never have an opportunity to experience otherwise. Chance to develop skills for working with others, listening, communication etc