

Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Understanding Chords	What are chords? How do they work? How can we analyse and use them? How can we understand and interpret the Blues style? How to develop instrumental knowledge and awareness to facilitate this	• How to develop and apply ensemble skills through performance. • How to appraise, analyse and evaluate music using technical terms. • How to identify features of a musical style (the Blues) by ear. • How to improvise musical motifs and melodies over set chord patterns ie. the 12 bar Blues • To develop and deepen ukulele and keyboard skills from Year 7, and add the guitar as a possible instrument into the mix • To understand Blues-specific terminology, both in the abstract and in practice, eg. swing, 'blue' notes, pitch bends, the Blues scale, a greater awareness of the role of dissonance etc. • To practise realising chord symbols with increasing fluency so that by the end of the term students can play song accompaniments fluently.	How understanding is assessed: Individual Performance Assessment from group performance in class. Written appraising and theory answers. AP Point: IPA as above Skills: Aural skills, evaluation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), practical skills on ukulele, rhythmic awareness, improvisation, playing by ear, the memorisation of musical material and its repetition in performance

Spring	Songwriting	How to interpret existing songs in a popular style from chords/lyrics on a leadsheet Preparing a group class performance of an original song composition	- Students will work with and understand the verse-chorus form of a traditional pop song - They will listen to/analyse a range of songs from different styles in order to understand the function of each instrumental layer and also the intro/outro/middle 8/bridge elements - They will form groups, compose a song and prepare a performance of it from memory, using instruments that they already play (or choosing a new one to learn, such as the drums) - Students will continue to develop their working understanding of chords and will develop confidence in composing their own chord progressions.	How understanding is assessed: - Class performance of an originally composed pop song will show a range of performance techniques, including creating chord progressions, melodies that fit the chords, and creating an appropriately structured and shaped pop song. - assessment of recorded musical choices, the balance and blend of music and vocals and the nuanced use of crossfades and mixing to obtain a polished end result Assessment point: - To assess students' composition and performing skills as well as their individual effort and contribution to the group Skills: - A mix of performance skills, teamwork, musical development, creativity and composition skills as part of a group.
Summer	Opera, with Carmen as a focus	What is opera? How can we engage with a full-length musical work?	- Students will discover the opera genre through watching <i>Carmen</i> as though they were in the audience, with discussion and comprehension questions along the way - They will build on existing knowledge of song from their songwriting project and learn how operas are formed, and how the balance of	How understanding is assessed: AP point: - Individual assessment of elements of group/paired performance of Carmen excerpts - Written assessment including analysis, factual recall, opinion and listening questions.

			spoken word/song contributes towards the overall outcome • Students will discover the main musical 'fingerprints' of the opera through listening, discussion, analysis and class performance • Working with a blend of pre-existing material and newly created material, students will perform an arrangement for classroom 'orchestra' • They will consider how the combination of music and lyrics can create mood and atmosphere and a sense of character, both in sung and orchestral excerpts • They will work in a pair to create a composition, developing their confidence in composing and manipulating chords, analysing each other's work and offering constructive and positive feedback on the success of the musical outcome	Skills: • Developing fluency and accuracy in reading notation, keyboard skills, singing, aural skills, analysis, annotation, evaluation, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), literacy (included extended writing). • Students will also develop a deeper understanding of the opera genre, its history and traditions which will prepare them for future study of musicals in Year 9
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