

# Music Curriculum Overview

## Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Dance (This rotates on a carousel with dance; 50% of the year group will start with dance and 50% will start with program music, then they will swap.)	Programme Music (This rotates on a carousel with dance; 50% of the year group will start with dance and 50% will start with Program music, then they will swap.)	Computer/ Video Games (This rotates on a carousel with dance; 50% of the year group will start with dance and 50% will start with computer/video games, then they will swap.)	Dance (This rotates on a carousel with dance; 50% of the year group will start with dance and 50% will start with computer/video games, then they will swap.)	Musicals	World Music 2 – Samba and Reggae
Topic Objectives	To explore the medium of dance. To learn how to create a performance through movement.	To recognise how music is used to tell a story. To apply the elements to create a particular mood. To create your own piece of music to tell a story.	To explore the musical features used in computer games. To compose a motif for a character in a video game. To analyse how computer game music matches the gameplay on screen.	Exploring dance technique and dance styles. To recognise the different elements of different dance styles.	To identify the features of a musical. To examine and explain how songs are used to convey a narrative. To create and pitch their own musical.	To explore the musical genres of Reggae and Samba and their origins. Perform in the traditional styles of Reggae and Samba individually and as an ensemble.
Acquired Knowledge/ Skills	Importance of warming up and cooling down. Developing technical skills including, flexibility, balance,	Students exploring how music can create different images for the audience. Exploring the difference between major and minor and	Students explore how music changes depending what is happening in the gameplay on screen	Be able to dance in different styles of dance To develop different dance techniques	Students explore a wide range of different musicals, watching and identifying the musical	Students explore the culture of Rastafarianism and how this links to the style of Reggae music. Students

	<p>coordination and strength. How these are applicable in dance and everyday life.</p> <p>Evaluating the use of different travelling steps and formation.</p> <p>Developing performance skills</p> <p>Taking on the role of a choreographer.</p>	<p>how this can change the mood of a piece of music.</p> <p>Exploring the piece 'Hall of the Mountain King' both theoretically and practically. Creating an original piece of music to tell a story.</p>	<p>and how it adds mood and atmosphere.</p> <p>Students explore musical features used in Fortnite, Mario and Tetris.</p> <p>Students learn what a character motif is and create their own music to depict their own video game character.</p>	<p>To be able to explore culture and style with different world dances</p> <p>Watch clips of different styles of dance</p> <p>Learn technical dance language and be able to use this in context.</p>	<p>features of different clips.</p> <p>Students analyse and compose their own lyrics for I am, I want and conflict songs.</p> <p>Students consider how the different elements of music fit together in the creation of their own musical including original songs which are pitched to the class.</p>	<p>explore off beat chords using Ukulele.</p> <p>Focus on traditional reggae and Bob Marley.</p> <p>Students work as an ensemble to perform as a Samba band. Identifying the different instruments and their functions. Students explore a range of textures, rhythms and syncopation.</p>
Assessments	<p>Ability to choreograph a sequence of movements.</p> <p>Knowledge of technical and performance skills.</p>	<p>Identifying the key elements of programme music and how the musical elements can be used to tell a story.</p> <p>Composing their own piece of music to tell a story.</p>	<p>Describe the key musical features used to accompany computer games.</p> <p>Compose a piece of music to accompany a specific section of a video game.</p>	<p>Perform a chosen style of dance with competence.</p> <p>Demonstrate a specific technique used in your chosen style of dance.</p> <p>Explain and describe the different elements of your chosen style of dance.</p>	<p>Students use the inspiration of the musicals they have studied to create their own new musical.</p> <p>Use presenting and performing skills to pitch this to the class.</p>	<p>Describe the key features and origins of Reggae and Samba Music.</p> <p>Perform a piece of Reggae music showing offbeat chords and hooks.</p> <p>Perform as an ensemble Samba band using syncopation.</p>
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Social – Working with others to create movement sequences.	SMSC: Cultural – Looking at classical music from around the world.	SMSC: Spiritual – Creative opportunity to create a piece of music from scratch.	SMSC: Social – Working with others to create movement sequences	SMSC: Cultural – Looking at different musicals from British origin and American.	SMSC: Exploring music from around the world.