



Curriculum Map Music Year 8

Calendar	Big Question	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>Unit 1: Blues Music</p> <p>Link to <i>Fusions</i> GCSE – Afro Celt Sound System/ Samba Em Preludio.</p> <p>Links to GCSE Composition coursework: Fusions.</p>	<p>How do composers use features of the Blues/ Music of Black Origin to create effective improvisation s and compositions?</p> <p>Link to <i>Fusions</i> GCSE – Afro Celt Sound System/ Samba Em Preludio.</p> <p>Links to GCSE Composition coursework: Fusions.</p>	<p>What is the history and context of the Blues? What is a chord structure? What are the 12 Bar Blues chords? What are primary chords? Which notes are in chords: I ~ IV ~ V in C? What are extended chords? What is a Blues Scale? What are Eb F# Bb? What are swung quavers? What is improvisation? How do composers to create melodies using the Blues scale? How do composers create a coherent composition using features of the Blues?</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical 	<p>Week 3: Listening and appraising homework on Billie Holiday track.</p> <p>Week 6: Reflection and evaluation</p>

			coherence	
<p>Unit 2: Drumming in Compound Time Signatures</p> <p>Link to <i>Fusions</i> GCSE - Afro Celt Sound System/ Samba Em Preludio.</p> <p>Links to GCSE Composition coursework: <i>Fusions</i>.</p>	<p>How do composers create pieces using percussion instruments, rhythm and texture?</p>	<p>What are compound time signatures? What is 12/8? What are the note durations/ rhythm patterns used in compound time? What are the correct hand positions for drumming compound rhythms? What is monophony? What is homophony? What is polyphony? What is a rhythmical cadence? How do we compose a one bar rhythm? How do we compose a four bar rhythm? How do we structure a coherent piece? What is an additive / subtractive structure? How do composers create a coherent composition using features of African Drumming?</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>Week 3: Listening and appraising homework on African drumming piece.</p> <p>Week 6: Reflection and evaluation</p>
<p>Unit 3: Creating Arrangements</p>	<p>How do composers</p>	<p>What is an arrangement? What is a Hook/ Loop?</p>	<p>Links to National Curriculum and GCSE Performance/</p>	<p>Week 3: Listening and appraising</p>

<p>(Eliza's Aria)</p> <p>Links to GCSE Composition coursework.</p>	<p>create new musical pieces based on existing material?</p>	<p>What is the theme to Eliza's Aria? What is the correct hand position to play the theme at the keyboard? What are triads/ chords used in Eliza's Aria? What pitches are used in A minor, C and F major? What is the correct hand position to play A minor, C and F major? How do composers create broken chord patterns? What are extended chords? How are the elements of music exploited to create an arrangement of an existing piece:</p> <ol style="list-style-type: none"> 1. Melody? 2. Rhythm? 3. Pitch? 4. Ostinato? 5. Texture? 6. Technology? 7. Structure? 8. Harmony? 9. Instrumentation/ Timbre? 10. Dynamics? <p>How do composers create a coherent arrangement using existing material?</p>	<p>Composition Criteria - scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>homework on 3 versions of Eliza's Aria - compare and contrast</p> <p>Week 6: Reflection and evaluation</p>
<p>Unit 4 Folk Music of the British</p>	<p>How do composers use features</p>	<p>What is British Folk Music? What is the key of E Minor? What are the chords within the key of</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria</p>	<p>Week 3:</p>

<p>Isles</p> <p>Link to Fusions GCSE – Afro Celt Sound System/ Samba Em Preludio.</p> <p>Links to GCSE Composition coursework: Fusions.</p>	<p>of British Folk Music to create effective compositions?</p>	<p>E minor? What are the correct hand positions to play E minor, G maj, A min, B min, C Maj and D major How do composers create chord structures in E minor? How do composers create broken chord patterns? What are the extended chords in E minor? What are Binary/ Ternary forms? What is the E minor pentatonic scale? How do composers to create contrasting melodies in Binary form? How do composers create a coherent composition using features of folk music?</p>	<p>- scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p>Performance Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency <p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>Listening and appraising homework on 'Release' Afro Celt Sound System.</p> <p>Week 6: Reflection and evaluation</p>
<p>Unit 5: Music for Moving Image (Screen)</p> <p>Link to Music</p>	<p>How do composers create suitable atmospheres through music and sound effects to accompany</p>	<p>What is music for stage and screen? How can music be used to affect the interpretation of images on screen? How can sound effects and atmospheric sounds be used to create mood? How can harmony can be used to affect mood and atmosphere? What is a leitmotif?</p>	<p>Links to National Curriculum and GCSE Performance/ Composition Criteria - scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p>	<p>Week 3: Listening and appraising homework on music from Pirates of the Caribbean.</p>

<p><i>for Stage and Screen</i> GCSE – <i>Star Wars</i> and <i>Wicked</i>.</p> <p>Links to GCSE Composition coursework: Music for Stage and Screen.</p>	<p>moving images?</p>	<p>How can leitmotif be used to link to characters, moods and emotions? How can ostinatos be used to develop tension? How do composers create a coherent composition to accompany moving images?</p>	<p>Composition Criteria (GCSE):</p> <ol style="list-style-type: none"> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence 	<p>Week 6: Reflection and evaluation</p>
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