

## Curriculum Map Music Year 8

Calendar	Big Question	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Unit 1: <b>Blues Music</b>	<b>How do composers use features of the Blues/ Music of Black Origin to create effective improvisations and compositions?</b>	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?	Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.  Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment  <b>Performance Criteria (GCSE):</b> 1. Technical control of instrument 2. Expression and Interpretation 3. Accuracy and fluency  <b>Composition Criteria (GCSE):</b> 1. Developing musical ideas 2. Demonstrating technical control 3. Composing with musical coherence	<b>Week 3:</b> Listening and appraising homework on Billie Holiday track.  <b>Week 6:</b> Reflection and evaluation
Unit 2:	<b>How do composers create pieces using</b>	What are compound time signatures? What is 12/8?		<b>Week 3:</b>

<b>Drumming in Compound Time Signatures</b>	<b>percussion instruments, rhythm and texture?</b>	<p>What are the note durations/ rhythm patterns used in compound time?</p> <p>What are the correct hand positions for drumming compound rhythms?</p> <p>What is monophony?</p> <p>What is homophony?</p> <p>What is polyphony?</p> <p>What is a rhythmical cadence?</p> <p>How do we compose a one bar rhythm?</p> <p>How do we compose a four bar rhythm?</p> <p>How do we structure a coherent piece?</p> <p>What is an additive / subtractive structure?</p> <p>How do composers create a coherent composition using features of African Drumming?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p>Listening and appraising homework on African drumming piece.</p> <p><b>Week 6:</b> Reflection and evaluation</p>
Unit 3: <b>Creating Arrangements (Eliza's Aria)</b>	<b>How do composers create new musical pieces based on existing material?</b>	<p>What is an arrangement?</p> <p>What is a Hook/ Loop?</p> <p>What is the theme to Eliza's Aria?</p> <p>What is the correct hand position to play the theme at the keyboard?</p> <p>What are triads/ chords used in Eliza's Aria?</p> <p>What pitches are used in A minor, C and F major?</p> <p>What is the correct hand position to play A minor, C and F major?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment</p> <p>Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p>	<p><b>Week 3:</b></p> <p>Listening and appraising homework on 3 versions of Eliza's Aria – compare and contrast</p> <p><b>Week 6:</b> Reflection and evaluation</p>

		<p>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"> <li>1. Melody?</li> <li>2. Rhythm?</li> <li>3. Pitch?</li> <li>4. Ostinato?</li> <li>5. Texture?</li> <li>6. Technology?</li> <li>7. Structure?</li> <li>8. Harmony?</li> <li>9. Instrumentation/ Timbre?</li> <li>10. Dynamics?</li> </ol> <p>How do composers create a coherent arrangement using existing material?</p>	<ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	
<p>Unit 4:  <b>Music for Moving Image (Screen)</b></p>	<p><b>How do composers create suitable atmospheres through music and sound effects to accompany moving images?</b></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?  How can leitmotif be used to link to characters, moods and emotions?  How can ostinatos be used to develop tension?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria  – scaled to KS3.</p> <p>Week 3 interim (formative) assessment  Week 6 Final Performance (summative) Assessment</p> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> </ol>	<p><b>Week 3:</b>  Listening and appraising homework on music from Pirates of the Caribbean.</p> <p><b>Week 6:</b> Reflection and evaluation</p>

		How do composers create a coherent composition to accompany moving images?	3. Composing with musical coherence	
Unit 5 <b>Folk Music of the British Isles</b>	<b>How do composers use features of British Folk Music to create effective compositions?</b>	<p>What is British Folk Music?</p> <p>What is the key of E Minor?</p> <p>What are the chords within the key of E minor?</p> <p>What are the correct hand positions to play E minor, G maj, A min, B min, C Maj and D major</p> <p>How do composers create chord structures in E minor?</p> <p>How do composers create broken chord patterns?</p> <p>What are the extended chords in E minor?</p> <p>What are Binary/ Ternary forms?</p> <p>What is the E minor pentatonic scale?</p> <p>How do composers to create contrasting melodies in Binary form?</p> <p>How do composers create a coherent composition using features of folk music?</p>	<p>Links to National Curriculum and GCSE <b>Performance/ Composition</b> Criteria – scaled to KS3.</p> <p>Week 3 interim (formative) assessment Week 6 Final Performance (summative) Assessment</p> <p><b>Performance Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Technical control of instrument</li> <li>2. Expression and Interpretation</li> <li>3. Accuracy and fluency</li> </ol> <p><b>Composition Criteria (GCSE):</b></p> <ol style="list-style-type: none"> <li>1. Developing musical ideas</li> <li>2. Demonstrating technical control</li> <li>3. Composing with musical coherence</li> </ol>	<p><b>Week 3:</b> Listening and appraising homework on ‘Release’ Afro Celt Sound System.</p> <p><b>Week 6:</b> Reflection and evaluation</p>