Music Year 8 Big Picture

Autumn 01 *Lessons 1 – 4 (8 weeks)*	*Autumn 02* *Lessons 5 – 8/9 (7 weeks)*	*Spring 01* *Lessons 10/11 – 13/14 (6 weeks)*
Content – Time Signatures and Rhythm Reading Pupils will develop their understanding of pulse, rhythm and metre through the study of simple and compound time signatures. They will revisit note durations, rest durations and western notation whilst learning how rhythms are organised into bars and grouped according to different time signatures. Building on their prior learning from Year 7 rhythm and drumming units, pupils will develop their rhythmic literacy through reading, performing and creating increasingly complex rhythmic patterns. Particular emphasis will be placed on sight-reading rhythms accurately and maintaining a steady pulse. **Listening:** Performing and sight-reading rhythmic exercises using body percussion, clapping and classroom percussion instruments. Pupils will perform rhythms using notation and rests ranging from semibreves to semiquavers in 2/4, 3/4, and 4/4 time signatures, developing accuracy, fluency and confidence in rhythm reading. **Performance:** Performing rhythms composed by pupils using notation and rests ranging from semibreve to semi-quaver in a 4/4, 2/4, 3/4, 6/8 time signature.	**Content – Samba** Pupils will use Samba instruments to build on African drumming monophonic rhythms and call & response and further develop knowledge around repeated rhythms and polyphonic rhythms using a range of pitched and non-pitched percussion instruments to perform a Samba groove. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use, rhythm combinations, time signatures, ostinato, polyrhythms, major and minor scales, triad chords and natural, sharp and flat notes on the treble clef and bass clef stave. **Performance:** Performing Samba de Janiero. Practicing individual parts in groups before performing as a class ensemble. **Composition:** Composing Samba rhythms using notation and rests ranging from semibreve to semi-quaver in a 4/4, 2/4 , 3/4 and 6/8 time signature.	**Content – Blues** Pupils will use Blues and spiritual music to build on their knowledge of polyrhythms, call & response, major and minor scales, chords and tone and further develop their knowledge around structure through the Pentatonic and Blues scale, 12 Bar Blues and improvisation using the guitar and piano. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use, rhythm combinations, time signatures, ostinato, polyrhythms, major, minor and blues scales, triad chords and natural, sharp and flat notes on the treble clef and bass clef stave. **Performance:** Performing 'Runaway Blues' by Ma Rainey. Practicing guitar chords in groups before performing the song and adding improvisation. **Composition:** Improvising a solo improvisation section within a 12-bar blues using the blues scale.
Assessment Objectives **Unit Assessment –** Baseline assessment **Unit Assessment – Individual Rhythm Sight-Reading Performance** Pupils will demonstrate their understanding of note values, rests and time signatures by accurately clapping and counting a series of unseen rhythmic exercises in a range of simple and compound metres.	**Assessment Objectives** Unit Assessment – Group Samba Performance of Samba de Janiero	**Assessment Objectives** Unit Assessment – Performance of 'Runaway Blues' by Ma Rainey

Spring 02 *Lessons 14/15 – 17/18 (6 weeks)*	*Summer 01* *Lessons 18/19 – 20/21/22 (5 weeks)*	*Summer 02* *Lessons 20/21/22 – 23/24/25/26 (7 weeks)*
Content – Hooks and Riffs Pupils will use Rock and Pop music to build on their knowledge of polyrhythms, call & response, major and minor scales, chords and tone and further develop their knowledge of structure through verse/chorus form and hooks and riffs using the guitar and piano. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use, rhythm combinations, time signatures, ostinato, polyrhythms, major, minor and blues scales, triad chords and natural, sharp and flat notes on the treble clef and bass clef stave. **Performance:** Performing 'Sweet dreams' or 'Habanera' utilising bass clef **Composition:** Compose a hook or riff over a chord sequence using the major or minor pentatonic scale.	**Content – Video Game Music** Pupils will use video game music to build on their knowledge of the elements of music, major and minor scales, polyrhythms, structure, tone, chords and instrumentation through using the diatonic and chromatic notes to create a piece of video game music through a DAW and start to understand the functions used within a simple DAW. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use, rhythm combinations, time signatures, ostinato, polyrhythms, major, minor and blues scales, triad chords and natural, sharp and flat notes on the treble clef and bass clef stave. **Performance:** Performing 'Tetris' along to a live video. **Composition:** Compose a piece of video game music to a given brief. The students will have the choice of multiple briefs to choose from.	**Content – Composing to a Brief: Composing techniques** Pupils will compose a piece of music to a given brief consolidate their knowledge of the elements of music, major and minor scales, polyrhythms, structure, tone, chords, pentatonic and chromatic scales and instrumentation using physical instrumentation and a DAW to compose their piece. **Listening:** Listening to a range of music that incorporates examples of the elements of music in use, rhythm combinations, time signatures, ostinato, polyrhythms, major, minor and blues scales, triad chords and natural, sharp and flat notes on the treble clef and bass clef stave. **Composition:** Composing a piece of music to fit a brief using the techniques learnt throughout the year.
Assessment Objectives	**Assessment Objectives**	**Assessment Objectives**

Music Year 8 Big Picture

Unit Assessment – Performance of chosen piece – Sweet dreams or Habanera	**Unit Assessment** – Video game sound FX brief	**Unit Assessment** – Composing a piece of music to a brief