

CURRICULUM MAP (Long term plan)

SUBJECT : Music

YEAR GROUP: 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>The Blues and Jazz Understand the importance of blues and jazz music on the development of American music.</p> <p>Listen to and appraise a variety of music from both genres and identify significant changes to the genres over time.</p> <p>Develop ensemble skills by performing on a brass instrument</p>	<p>Keyboard skills Develop two handed keyboard techniques with hands working independently</p> <p>Understand the use of ostinatos within pop music</p> <p>Develop theory skills by reading and notating key signatures.</p> <p>Develop performance skills when working as a soloist.</p>	<p>String instruments/samba Understand and use different forms of notation when performing on string instruments</p> <p>Listen to and appraise music in a samba style and understand the culturally significance it play in Brazilian life.</p> <p>Understand the polyrhythmic and syncopated rhythms of samba music and how they are created.</p> <p>Develop ensemble skills by rehearsing and performing on guitars as well as samba instruments.</p>
Disciplinary knowledge - what skills are practised?	<ul style="list-style-type: none"> - Be able to read and follow a score in treble and bass clef to perform music effectively. - Identify different styles of the blues and jazz. - Create lyrics for a blues song using the standard 12 bar blues progression. - Understand the concept of improvisation and its uses within the blues and jazz. - Understand how the combination of lips, air and valves work on a trumpet and develop coordination in all 3 by playing. 	<ul style="list-style-type: none"> - Be able to read and follow a score in treble and bass clef to perform music effectively. - Develop limb independence when learning keyboard music. - Understand the use of key signatures in music. - Rehearse effectively to perform confidently as a soloist - Recall notes on the treble and bass clef to perform music. - Recall where natural, flat, and sharp notes are found on the keyboard. 	<ul style="list-style-type: none"> - Recall previous knowledge of rhythm and pulse and apply to samba music. - Follow and notate music using chord symbols and tablature. - Develop coordination and limb independence on both guitar and samba drums. - Be able to use samba instruments to play, and layer, rhythms. - Develop knowledge of the guitar and how notes are played. - Rehearse effectively as a group to perform with confidence.

	- Understand how to rehearse effectively in small groups.		
Key questions (What is the learning about?)	Can I explain the evolution of the blues and jazz? Can I write a song in a blues style? Can I perform on a brass instrument?	Can I perform Coldplay songs two handed on the keyboard?	Can I perform songs on the guitar? Can I perform as part of a large samba ensemble?
Assessment	EOT – Listening test based on Blues music. Ensemble performance on brass instruments.	EOT – Solo keyboard performance of songs by Coldplay	EOT – Ensemble performance using guitars. Ensemble performance using samba instruments.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Key vocabulary written and spoken. Writing lyrics for a blues song.	Key vocabulary written and spoken.	Key vocabulary written and spoken.
Cross Curricular Opportunities	History - eras of music and their place in History. PE – Physicality of brass playing		Citizenship – Understanding and appreciating music from other cultures. Maths – Complex rhythms used in samba music.
SMSC / Character/Careers (C) (personal development)	<p>Social - Students have opportunities to work independently in Music lessons, developing their resilience and independence. Collaborative working on creating compositions encourages students to take responsibility for their own learning outcomes. In most lessons, classroom discussions are used to appraise music which builds a sense of unity within the class.</p> <p>Spiritual - When listening to music we encourage pupils to express their feelings verbally with respect. Through studying music, students will explore how music has the power to influence and change behaviours, opinions and actions. Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.</p> <p>Moral - Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Following this, we encourage pupils to critically reflect on their own and others' ideas, when presenting their work using fair and objective assessment criteria. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. They also learn to show empathy when listening to different styles of music and respect each other's opinions.</p>		



	<p>Cultural - Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. The musical examples used also encourage a respect and deep appreciation for cultures around the world and historical periods. We ask students to create their own music incorporating different musical influences.</p> <p>Careers -Students are exposed to how careers may be developed in Music and Music Technology which may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.</p>
Equality and Diversity	Over the year, students are exposed to a broad variety of music from different cultures across the world and encourage them to use these influences in their own practice. We incorporate music from composers who come from all over the world, for example: Ravel; as well as more contemporary composers and artists like Eurythmics and Queen.
Super Curriculum (personal development)	Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Access to 'Learning Music Ableton'