

### CURRICULUM MAP (Long term plan)

**SUBJECT : Music**

**YEAR GROUP: 8**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>The Blues and Jazz</b> 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><b>Keyboard skills</b> 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><b>String instruments/samba</b> 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 cultural 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>
<p><b>Disciplinary knowledge - what skills are practised?</b></p>	<ul style="list-style-type: none"> <li>- Be able to read and follow a score in treble and bass clef to perform music effectively.</li> <li>- Identify different styles of the blues and jazz.</li> <li>- Create lyrics for a blues song using the standard 12 bar blues progression.</li> <li>- Understand the concept of improvisation and its uses within the blues and jazz.</li> <li>- Understand how the combination of lips, air and valves work on a trumpet and</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read and follow a score in treble and bass clef to perform music effectively.</li> <li>- Develop limb independence when learning keyboard music.</li> <li>- Understand the use of key signatures in music.</li> <li>- Rehearse effectively to perform confidently as a soloist</li> <li>- Recall notes on the treble and bass clef to perform music.</li> <li>- Recall where natural, flat, and sharp notes are found on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall previous knowledge of rhythm and pulse and apply to samba music.</li> <li>- Follow and notate music using chord symbols and tablature.</li> <li>- Develop coordination and limb independence on both guitar and samba drums.</li> <li>- Be able to use samba instruments to play, and layer, rhythms.</li> <li>- Develop knowledge of the guitar and how notes are played.</li> <li>- Rehearse effectively as a group to perform with confidence.</li> </ul>

	<p>develop coordination in all 3 by playing.</p> <ul style="list-style-type: none"> <li>- Understand how to rehearse effectively in small groups.</li> </ul>		
<b>Key questions</b> (What is the learning about?)	<p>Can I explain the evolution of the blues and jazz?</p> <p>Can I write a song in a blues style?</p> <p>Can I perform on a brass instrument?</p>	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?
<b>Assessment</b>	<b>EOT</b> – Listening test based on Blues music. Ensemble performance on brass instruments.	<b>EOT</b> – Solo keyboard performance of songs by Coldplay	<b>EOT</b> – Ensemble performance using guitars. Ensemble performance using samba instruments.
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	Key vocabulary written and spoken. Writing lyrics for a blues song.	Key vocabulary written and spoken.	Key vocabulary written and spoken.
<b>Cross Curricular Opportunities</b>	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.
<b>Super Curriculum</b> (personal development)	Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Access to 'Learning Music Ableton'		

<b>Careers</b>	<p>HT 1: Concert promoter: <a href="#">What a Concert Promoter Does with Brian Murphy</a></p> <p>HT 2: Brass repair technician: <a href="#">Jobs in Music: Instrument Repair Technician</a></p>	<p>HT1: Stage Manager: <a href="#">What's Your Job? Stage Manager for Mariah Carey   Full Sail University</a></p> <p>HT2: <a href="https://www.youtube.com/watch?v=4KSkHkRH1kU">https://www.youtube.com/watch?v=4KSkHkRH1kU</a></p>	<p>HT1: Day in the life of a luthier: <a href="#">Day In The Life of a Luthier</a></p> <p>HT2:</p>
<b>Equality and Diversity</b> Gender	<p><a href="#">Duke Ellington - Pianist &amp; Songwriter   Mini Bio   BIOMiles</a></p> <p><a href="#">Davis - So What (Official Video)</a><a href="#">Blues Journey: Got Them</a></p>	<p><a href="#">Clocks - Coldplay (stripped-down cover ft. Astyn Turr)   stories</a></p>	<p><a href="#">Def Leppard drummer uses inspiring comeback to lift others</a></p>



Disability	<a href="#">Blues - A History</a> <a href="#">Bessie Smith: Greatest Female Blues Singer   Mini Bio   BIO</a>		
Religion			
Race			
Sexuality			
<b>Local Community Links</b>			
<b>British Values</b> Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p><b><u>Individual liberty</u></b></p> <p>Students are given opportunities to express their individuality when composing by showcasing their own imagination and creativity. Students are given opportunities to explore how composers have expressed their individual liberty through their music. When performing, students are taught that resilience is key to the subject and must have a positive mindset.</p> <p><b><u>Mutual respect</u></b></p> <p>Students show respect for one another when performing as we expect all students to act like a polite audience and give feedback to each other in a respectful way. Students respect the music of other countries and cultures that they are exposed to. Students are encouraged to identify similarities and differences in the musical tastes of the classroom.</p> <p><b><u>Democracy</u></b></p> <p>Students often perform and compose in groups so it is important that all students are able to voice their opinions and ideas. In extra-curricular ensembles, students are encouraged to suggest repertoire.</p>		