



Bishop Stopford's School

Curriculum Map Year 8

Music

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<p>William Tell & Clefs, duration and dotted notes Why? This module allows students to develop their reading scales of both clefs and apply it to the keyboard. The piece builds on their ability to play hands together and play with accidentals. Students recap on prior theory knowledge as well as building on more complex note values such as dotted rhythms.</p>		<p>Blues Why? This module allows students to learn the skill of improvising over a chord progression and play a walking bass line. By the end of the module students will be able to play a full arrangement of a blues song.</p>		<p>Keyboard skills & Rhythmic composition Why? Students recap on chord progressions learnt in Year 7 while learning songs in harder keys and building their understanding of primary chords in a variety of keys.</p>	
Core Skills	<ul style="list-style-type: none"> Identify chords Identify note values Numerical Skills - adding of values Literacy Skills - keywords Reading of the treble clef Performance 		<ul style="list-style-type: none"> Identify chords Identify note values & time signatures Numerical Skills - adding of values Literacy Skills - keywords Performance • improvisation 		<ul style="list-style-type: none"> Identify chords Identify note values Numerical Skills - adding of values Literacy Skills - keywords Reading of the treble clef Performance 	
Core Knowledge	<p>Students build on their knowledge of how to play short rhythmic phrases at sight using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step.</p>		<p>This broadens their knowledge of how to read chord progression using chords I, IV & V while being able to improvise melodies over the top.</p>		<p>Play chord sequences from song with rhythmic vitality. Expand the rhythmic scope of melodies on keyboard that includes a change of hand positions and left hand.</p>	
Assessment & Feedback	<p>I Can statements, Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week</p>		<p>I Can statements, Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week</p>		<p>I Can statements, Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week</p>	
Link to prior learning	<p>- Reading notation learnt in year 7 and applying it to the keyboard - reading of both clefs and duration</p>		<p>- developing musicianship skills through a new genre</p>		<p>- using the prior learning of duration and developing rhythmic compositions.</p>	
Outside learning/trips	<p>Extra curriculum clubs - Opportunity to take instrumental lesson in a variety of instruments - Drum Club - Choir - Worship team - Keyboard club - Steel pans - full year group singing workshop</p>					