

Year 8	T1	T2	T3	T4	T5	T6
Content / Topic for Term	Band Work Performing pop songs on keyboard, guitar, percussion	Song Writing Creating the lyrics, lead sheet and chords Create a verse, chorus, middle eight, outro and intro	Film Music Performing a theme song, arranging musical riffs and sound effects to compose a sound track	Musicals Ensemble performance and composing to a theme	Computer Game Music	Reggae Perform and compose in the reggae style
Key Knowledge for acquisition, recall and application in assessment or exam	Riffs and hooks: • adapting and developing Basic structure of pop songs Critical listening vocabulary How to create building texture Guitar chord shapes	Pop song structure Common lyric structures How chord sequences change in different sections How to adapt texture, dynamics and use of riffs/bass line to create variety	Identify the traits of a thriller, western, horror, romantic and cartoon sound track using appropriate terminology Explain the order of how riffs could be combined to create musical effect How to peer assess and self-assess continuous progress	Ability to perform as a group Awareness of the development of musical theatre from opera How to adapt music to suit dramatic requirements Developing compositional skills to suit a brief- based idea	Use and describe common compositional and performance features of the genre Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a	Using syncopation Features of calypso, rock steady, reggae and modern reggae The development and history of reggae from the blues, music of Latin America and how it is a major influence on modern music today

	How to perform riffs accurately and in time	Able to explain how a pop song is constructed Applying critical judgement on what makes an effective song	Learning and applying specific film music GCSE level vocabulary	Able to compose and perform in a range of unfamiliar musical styles	computer or video game	
Key skills to apply in assessment or exam	Chord changes on keyboard and guitar Sustaining a melodic riff part over time Combining melody and chords together (higher ability) Delegation of ensemble parts, performing in time, achieving balance Transitioning smoothly between	Developing prior skills to be able to move between four chords reliably, adding bass and riffs to create more complexity Writing lyrics that have a sense of rhythm and can be performed over a rhythmic chord sequence A bass line that follows the chord sequence, performed in time	Identify style and genre using musical characteristics Perform motifs and riffs keyboard/melodic instrument Suggest use of tempo, pitch, sonority and sound effects Cohesive transition between sections Use a story board to record musical ideas for their compositions	Listening vocabulary to identify, describe and critically assess features of musicals Performance of a musical piece in a group on guitar, keyboard, voice or drums from notation Compose a song to a brief, depending on their ability	Using leitmotifs, developing film music skills Use of sound effects and soundscapes If using PCs, then using a software interface such as Soundation or Cubase to generate a sound track or sound effects for a game Performing themes from notation using own instruments	Perform as a singer, keyboard player and guitarist Learn and perform riffs, bass and chord parts for two reggae songs accurately Compose a song with lyrics, chords, melodies and a contrasting verse and chorus Identify and improve specific areas for development

Music
Year 8 curriculum map

	structural elements					
	Self and peer- assessing					
Title of Knowledge Organiser	Band work	Song writing	Film music	Musicals	Computer game Music	Reggae