

# ***St Cuthbert Mayne School Curriculum Map 2023-24***



## **Performing Arts - Music Year 8**

Students build on previous knowledge and skills through performing, composing and listening. We continue a highly practical approach to lessons and students study units on Folk, Samba, Musical Theatre and Blues. Music theory includes standard notation and chord charts. Students develop performance and composition skills and explore how to utilise a range of instrumentation to create a well rounded, musical performance based on technique, accuracy and fluency.

## Autumn Term 1

<b>Topic/Unit</b>	Commercial Pop Music
<b>Knowledge (Content covered)</b>	Students will learn about the context and characteristics of Commercial Pop music through performing, composing and listening activities. Students will be able to identify and demonstrate their knowledge through these activities through singing , performing with correct technique and accuracy in a range of ensembles, and listening.. Students will develop their understanding of Commercial pop music structures and key elements of the four chord pop song.
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Composing</b> - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Coldplay's 'The scientist' Keyboard and singing performance assessment. Assessment criteria will also lead into the development of Composition in Autumn 2
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Musician Composer Music Therapist Conductor Workshop Leader Music Teacher Choreographer Club DJ Music Festival Director/Promoter Festival Performer

## Autumn Term 2

<b>Topic/Unit</b>	Commercial Pop Song composition
<b>Knowledge (Content covered)</b>	<p>Students will begin to develop song-writing skills; namely lyric writing and development. Song structure and Melodic development. This is the introduction of skills needed to be successful at KS4.</p> <p>Students will build upon performing skills gained in previous units and develop their left and right piano technique and how melodies and supporting roles intertwine in songs. The emphasis on assessment will be accuracy, fluency and texture. They will build upon their knowledge of basic staff notation and how this can support practical work in music and will revisit note values and will be looking again at swung, straight and off-beat rhythms.</p>
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Treble Clef notation test (week 3), solo performance - student choice (week 6)
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>Musician</li> <li>Composer</li> <li>Music Therapist</li> <li>Conductor</li> <li>Set/Stage Designer</li> <li>Musical Director</li> <li>Music Arranger</li> <li>Music Teacher</li> <li>Storyteller</li> <li>Choreographer</li> <li>Stage Manager</li> <li>Film Maker</li> </ul>

## Spring Term 1

Topic/Unit	Variations
<b>Knowledge (Content covered)</b>	Students will learn about techniques used by composers to change a well-known musical theme. By the end of the unit students will be able to demonstrate how changing pitch, tempo and tonality can have a dramatic effect on the audience. Students will develop their understanding of notation by completing dictation tasks. Students will aim to notate rhythms from different musical sources. Students will be assessed on a solo or paired composition and their ability to demonstrate various techniques learnt throughout the unit.
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Composing</b> - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Solo/Paired performance - <i>Faded</i> (week 3), Keywords written test (week 4) Solo/Paired composition based on <i>The Simpsons</i> (week 6)
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>Musician</li> <li>Composer</li> <li>Music Therapist</li> <li>Conductor</li> <li>Designer</li> <li>Music Software Designer</li> <li>Music Teacher</li> <li>Music Retail</li> <li>Music Arranger</li> </ul>

## Spring Term 2

<b>Topic/Unit</b>	Blues
<b>Knowledge (Content covered)</b>	Students will learn how to perform 'The Blues'. New performance skills will include syncopated melodies, improvisation, extending chords and comping. Students will work towards a final performance of a Blues song comprising composed and improvised sections. It will have a clear structure, walking bass line, 12 bar blues chords, improvised melodies and sung lyrics. Students will be assessed on their listening skills and understanding when hearing unfamiliar music, improvisation and performing as a soloist and ensemble.
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Composing</b> - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Solo improvisation (week 3), Solo performance (Week 6)
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>Musician</li> <li>Composer</li> <li>Music Therapist</li> <li>Music Journalist</li> <li>Conductor</li> <li>Music Historian</li> <li>Ethnomusicologist</li> <li>Artist and Repertoire (A&amp;R)</li> <li>Music Teacher</li> <li>Music Agent</li> <li>Session Musician</li> </ul>

## Summer Term 1

<b>Topic/Unit</b>	Hooks and Riffs
<b>Knowledge (Content covered)</b>	Students will explore music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols. Simple rhythmic and melodic dictation exercises are provided in both graphic and staff notations based on repeated musical patterns. Starters and plenaries will allow pupils to consolidate their skills, knowledge and understanding of the unit. Assessment will take place in the form of a solo performance of a previously studied piece from the unit along with rhythmic and melodic dictation.
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Ensemble Performance - <i>We Will Rock You</i> (week 4), Solo performance - any piece studied in the unit (Week 6)
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>Musician</li> <li>Composer</li> <li>Music Therapist</li> <li>Music Journalist</li> <li>Music Blogger/Vlogger</li> <li>Film Composer</li> <li>Broadcaster</li> <li>Music Arranger</li> <li>Music Teacher</li> <li>Music Director</li> <li>Performer</li> </ul>

## Summer Term 2

<b>Topic/Unit</b>	Folk Music
<b>Knowledge (Content covered)</b>	During this unit, students will develop their knowledge and understanding of Folk Music as a “traditional” musical genre. They will explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance along with the texture and basic form and structure of Folk Songs and further their knowledge of performing chords in different accompaniment patterns on either keyboard/piano, guitar or ukulele. Students will be assessed on their creation of a simple arrangement of a Folk Song or Sea Shanty.
<b>Skills</b>	<p><b>Performing</b> - the ability to use skills to perform individually, in pairs and as part of a larger group. This will involve gaining increasing confidence and skill in controlling singing and instrumental performance through use of dynamics, expression and timing.</p> <p><b>Composing</b> - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations.</p> <p><b>Musical knowledge and understanding</b> - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.</p>
<b>Assessment</b>	Listening to unfamiliar music test (week 3), Ensemble performance (Week 5)
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>Musician</li> <li>Composer</li> <li>Music Historian</li> <li>A Capella Performer</li> <li>Festival Promoter</li> <li>Ethnomusicologist</li> <li>Band Tutor - traditional styles</li> <li>Lecturer</li> <li>Music Teacher</li> <li>Specialised Instrument Technician</li> <li>Choreographer</li> </ul>