



Music Curriculum Sequencing - Year 8

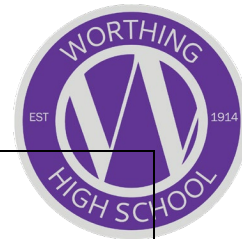
Year 8 Term 1: Composing skills using chords and expression (6 lessons)		
Topics covered: What are chords? How are they constructed? How are chords used to create atmosphere? How do I compose music using chords to set a haunted house scene? What is programme music? How can chords help create character music/leitmotif? Repertoire: Moonlight sonata Night on Bare Mountain Spiderman/The Incredibles The carnival of the animals Skills: Analysis using compositional and sonic features Composing using chords	How it links to what has been studied before: You learnt about chords in year 7 and played them on Ukulele and keyboard	How it links to what will be studied: We will go on to explore how to add rhythms to chords and create progressions and riffs in a reggae style
Key words: ➤ Major ➤ Minor ➤ Diminished ➤ Triad ➤ Arpeggio ➤ Programme music ➤ Compositional Features Harmony Melody Rhythm, Tonality ➤ Sonic features instrumentation timbre texture dynamics ➤ Leitmotif ➤ Romanticism ➤	Key skills: Time management Planning Keeping track of progress Evaluating progress	
Assessment focus	Preparing for Assessment	



Using Major, Minor and Diminished Chords Compose a 30 second piece that enhances a Haunted house scene.	Listen to Moonlight sonata and Night on Bare mountain at home. What do they have in common with each other?
Why we study it: We intend to foster valuable transferable skills for the music industry and life in the wider world focusing on performing. Learning a broad range of repertoire to enable students to explore diverse musical styles and genres.	
Mastery in this subject: compositions will exploit arpeggios of Major Minor and diminished chords to create an effective haunted house style picture and an Animal documentary theme.	

Year 8 Term 2: Performing and creating riffs, hooks and chord progressions in a Reggae style chords (6 lessons)		
Topics covered: How do I play chords on the Ukulele/Keyboard? What are the key Compositional and sonic features of reggae style? What is 'skanking'? What is a riff? What is a hook? What is the cultural background of reggae? How can I create a convincing performance of Three little birds? How do we respond to a commercial brief? How can we compose a mango juice advertising jingle? How do we investigate a style ? Repertoire: Three little birds Uptown top ranking Skills: Analysis using compositional and sonic features performing off beat chords and riffs	How it links to what has been studied before: You learnt about chords in year 7 and played them on Ukulele and keyboard	How it links to what will be studied: We will go on to explore how to add rhythms to chords and create progressions and riffs in a reggae style
Key words: ➤ Major ➤ Minor ➤ Diminished ➤ skanking ➤ Arpeggio ➤ Reggae	Key skills: Time management Planning Keeping track of progress Evaluating progress	

➤ Compositional Features Harmony Melody Rhythm, Tonality ➤ Sonic features instrumentation timbre texture dynamics ➤ Off beat ➤ Syncopation			
Assessment focus Make a performance of 'Three little birds' . Respond to a vocational brief: Creating an advertising jingle for a mango juice drink	Preparing for Assessment Listen to reggae songs such as I shot the sheriff. Try and tap your hand on the off beats to become very secure with the pattern		
Why we study it: We intend to Motivate students to develop their analytical and critical thinking and stimulate students to develop their understanding of a wide range of people from around the world			
Mastery in this subject: Performances will be convincing and stylish. Hooks, syncopated riffs and chord progressions will be played correctly on the off- beat and muting. Composition			
Year 8 Term 3: Production skills using a Digital Audio Workstation (6 lessons)			
Topics covered: What is a DAW? What is MIDI? How do I sequence effective drum/chord/bass tracks? How do I use a piano roll editor to step record? How do I record melodic riffs in real time? What is automation? Repertoire: U can't touch this Skills: Input: Piano roll drums, chords and bass tracks Recording real time using qwerty keyboard Editing: quantising Fx: Automation panning and volume Mix down: setting levels exporting to MP3	<table border="1"> <tr> <td data-bbox="699 947 987 1661"> How it links to what has been studied before: You learnt a lot about chords in year 8. You have also mastered playing riffs and drum beats. Now you will use these skills to recreate the MC Hammer hit 'U cant touch this' </td><td data-bbox="987 947 1472 1661"> How it links to what will be studied: We will go on to explore how to compose music for video games using a DAW In KS4 you will need to use production skills in all of your assignments. </td></tr> </table>	How it links to what has been studied before: You learnt a lot about chords in year 8. You have also mastered playing riffs and drum beats. Now you will use these skills to recreate the MC Hammer hit 'U cant touch this'	How it links to what will be studied: We will go on to explore how to compose music for video games using a DAW In KS4 you will need to use production skills in all of your assignments.
How it links to what has been studied before: You learnt a lot about chords in year 8. You have also mastered playing riffs and drum beats. Now you will use these skills to recreate the MC Hammer hit 'U cant touch this'	How it links to what will be studied: We will go on to explore how to compose music for video games using a DAW In KS4 you will need to use production skills in all of your assignments.		
Key words: ➤ MIDI ➤ DAW ➤ Sequencing ➤ Input	Key skills: Time management Planning Keeping track of progress		



➤ Step recording ➤ Piano roll ➤ Editing ➤ Quantising ➤ Fx (reverb delay eq) ➤ automation	Evaluating progress Using IT
Assessment focus Make a sequence of U can't touch this	Preparing for Assessment Listen to the song many times at home to become completely familiar with it.
Why we study it: We intend to foster valuable transferable skills for the music industry and life in the wider world focusing on performing. Learning a broad range of repertoire to enable students to explore diverse musical styles and genres.	
Mastery in this subject: Sequences will be accurate recreations of the drum track, bass riff and chord track. FX will be carefully employed to enhance the tracks.	