



Year Group	Year 8					
Subject intent	<ul style="list-style-type: none"> - Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres. - Revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2. - Develop a curiosity for the subject as well as an understanding of the importance of music in the wider community. - Use the musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts. 					
Subject Implementation	Autumn 1 THRILLER	Autumn 2 BLUES	Spring 1 KEYBOARD SKILLS 2	Spring 2 STRUCTURE AND FORM	Summer 1 SONG WRITING	Summer 2 MUSICAL THEATRE
Knowledge	<ul style="list-style-type: none"> - To evaluate the use and manipulation of musical elements to represent film - To compose and extend musical ideas within a set time structure - To use the knowledge above to create, develop and extend music ideas within a set genre and structure - To be able to perform a thriller composition 	<ul style="list-style-type: none"> - To learn about the musical and contextual features of blues music - To learn the different roles of music parts like melody, bass line, rhythm and chords - To learn about chord structure and harmony - To be able to perform 12-Bar Blues chords and notes, and melody 	<ul style="list-style-type: none"> - To consolidate the knowledge of musical notation for treble and bass clefs - To further develop the recognition of the music duration and rests - To develop the techniques of keyboard playing - To be able to perform a piece of music on keyboard by using correct pitch, rhythm and fingering 	<ul style="list-style-type: none"> - To develop the ability to recognise, explore and use different musical structures - To learn about the importance of contrast and variety in musical structures - To learn how to play musical pieces that demonstrate the various musical structures - To be able to create or arrange a simple composition 	<ul style="list-style-type: none"> - To be able to tell a story or communicate something important through writing as a form of expression - To understand why some songs are more successful than others - To identify, compare and evaluate elements of music - To be able to know the skills and techniques of 	<ul style="list-style-type: none"> - To build valuable listening, arranging and performing skills - To learn the history and evolution of the musical theatre - To explore the characteristics of different musical theatre styles and how they have developed over time - To be able to know the skills and techniques of writing of performing a musical scene



	- To be able to compose a thriller music by using the pitch and technique	- To be able to improvise on the keyboard by using Blues scale	- To be able to recognise the musical note names and duration		writing a song	
Skills	<ul style="list-style-type: none"> - Creative learner & Reflective learner (Extending & Developing musical ideas) - Team workers (Working as an ensemble / with a partner) - Self managers (Planning rehearsals) - Effective participators (Performing a finished music piece) - Independent (Practising with well-focus) 					
Subject Impact	<ul style="list-style-type: none"> - Access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. - Develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. - Can be seen in students' skills to listen, appraise, compose and perform their own pieces and those of others. - The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. - Students express themselves through making music and seen as a passion for and commitment to a diverse range of musical activities. 					
Assessment	Students will perform their thriller composition with a partner while watching a short thriller scene.	Students will perform 12-bar blues chords, walking bass, melody and improvise blues notes with a partner.	Students will perform their keyboard piece at the end of the scheme of work.	Students will perform their theme and variations composition with a partner.	Students will perform or sing their music composition as an ensemble.	Students will perform (drama and singing) their selected musical scene as an ensemble.