

Year 8 Music	Subject Intent	We want our students to experience a broad selection of musical genres, through the key musical skills as represented as a common thread through KS3 and KS4 – Performance, Composition, and Appraisal. Students should be thoroughly engaged and self-motivated learners, developing their confidence in performance in front of peers. Students should be inquisitive learners and educational discussions as well as peer to peer learning should be commonplace in each topic. Each student should feel comfortable in self-expression and develop the courage to share their ideas and performances.
	KS3 Subject Narrative	Our KS3 curriculum is topic based. The key exams skills of appraisal, performing, and composing are built into each topic. Pupils are assessed regularly in these key skills – which are valued equally. Key musical language is introduced in years 7-9, to again prepare for KS4.
	KS4 Subject Narrative	KS3 topics and knowledge are revisited in greater complexity in years 10 and 11. Through engaging themes that mirror precisely that of KS4; <b>Performing, Composing, and Appraisal</b> , we have sequenced our curriculum to encourage progression in all of these key musical areas topic by topic, as well as built in opportunities for students to work on transferrable skills such as active listening, problem solving, independent and group learning, resilience and positive attitudes to learning.
	Routine Assessment Strategies	Students are questioned frequently to check understanding. <i>Students regularly perform to their teacher and their peers.</i> Vocabulary testing + SAR (Strength, Action, Response) formative assessments.

Year 8 Music	WHY THIS, WHY NOW?	Autumn Term – Blues Music (Performing) + Hooks and Riffs (Performing + Appraisal)	Spring Term – Music Technology / Film Music (Composing + Appraisal) and Band Project (Performance)	Summer Term- Salsa (Performance + Composition) + Musical Futures (Performance).
	Enquiry questions	Can you play and/or improvise using a blues scale? Can you identify a riff or hook? Can you play hooks with chords simultaneously?	Can you compose music to this film score, and which devices will you use? Which areas of your band performance could be improved, and what has gone well thus far?	Where did salsa originate, and what are its key features? Which areas of your band performance could be improved, and what has gone well thus far? How has your repertoire choice affected your performance?
	Key Subject Knowledge	The history, culture, and key features of Blues Music. Building appraisal skills through understanding, recognising and implementing hooks and riffs.	The use of musical software to record, edit, and control film music compositions. The use of chord structures, scales and musical devices to compose. Key rehearsal and performance skills – Accuracy, Technical Control, and Expression.	The history, culture, and key features of Blues Music. Key rehearsal and performance skills – Accuracy, Technical Control, and Expression, as well as choice of repertoire.
	Subject Competencies	To be able to play a 12 bar blues chord sequence, accompanied by a right hand melody and improvisation. To identify and play hooks and/or riffs.	To compose music for film that is apt and effective for the chosen trailer. To effectively perform a given piece as part of an ensemble.	To be able to play syncopated rhythms independently, and as part of an ensemble. To perform a piece of salsa music. To perform a chosen piece as part of an ensemble.
	Summative Assessments (high stakes assessments which test cumulative knowledge)		Mid-Year Assessment – of year 7 and year 8 knowledge to date.	End of Year Assessment – of year 7 and year 8 knowledge to date.
	How does this pave the way for future study?	<ul style="list-style-type: none"> <li>Key theoretical information essential for Appraisal, and performance skills (improvisation) for Performance.</li> </ul>	<ul style="list-style-type: none"> <li>Music Technology – A choice of film trailers to compose to mirrors the KS4 free composition criteria.</li> <li>Band Project – Performing as part of an ensemble is a requirement for KS4 Performance.</li> </ul>	<ul style="list-style-type: none"> <li>Salsa – key theoretical information essential for Appraisal, performance skills and experiencing a wider variety of musical genres.</li> <li>Musical Futures – Performing as part of an ensemble is a requirement for KS4 Performance.</li> </ul>