

St Cuthbert Mayne School Curriculum Map



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 Pop Music, Soundtracks, and Japanese Music and Bunraku Puppet Theatre. 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.

Module 1

Topic/Unit	Commercial Pop Music
Knowledge (Content covered)	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.
Skills	Performing - 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. Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations. Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.
Assessment	Coldplay's 'The scientist' Keyboard and singing performance assessment. Assessment criteria will also lead into the development of Composition in Autumn 2
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Music Therapist Conductor Workshop Leader Music Teacher Choreographer Club DJ Music Festival Director/Promoter Festival Performer

Module 1 ctd.

Topic/Unit	Commercial Pop Song composition
Knowledge (Content covered)	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. 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.
Skills	Performing - 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. Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.
Assessment	Treble Clef notation test (week 3), solo performance - student choice (week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Music Therapist Conductor Set/Stage Designer Musical Director Music Arranger Music Teacher Storyteller Choreographer Stage Manager Film Maker

Module 2

Topic/Unit	Soundtracks
Knowledge (Content covered)	Students will draw upon their knowledge from 'Leitmotifs' by using compositional techniques that dramatically change mood and themes that represent characters. However, the emphasis in this task is on creating and building suspense and tension alongside previous skills. Assessment will come in the form of a paired composition to a set stimulus (a piece of silent movie) with an attention to detail of cue times, sync points, fluency and composing to fit emotion/atmosphere.
Skills	Performing - 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. Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations. Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.
Assessment	Ensemble composition to a set piece of video (week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Composer Songwriter Producer Music Arranger Music Teacher Live Sound Technician Sound FX creator Foley Artist

Module 3

Module 3	
Topic/Unit	Blues
Knowledge (Content covered)	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.
Skills	Performing - 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. Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations. Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect.
Assessment	Solo improvisation (week 3), Solo performance (Week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Music Therapist Music Journalist Conductor Music Historian Ethnomusicologist Artist and Repertoire (A&R) Music Teacher Music Agent Session Musician

Module 4

Module 4	
Topic/Unit	Japanese Music
Knowledge (Content covered)	During this unit, students will develop their knowledge and understanding of traditional Japanese Music as a “traditional” musical genre. They will explore the musical instruments, timbres and sonorities commonly associated with Japanese Music Music performance along with the texture and basic form and structure of the music and use of improvisation and tonality. This will then link into Bunraku puppet theatre and a deeper understanding of the culture.
Skills	Performing - 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. Composing - the ability to create pieces of music inspired by a range of different musical styles and genres, using a variety of media and notations. This will also include improvisation and how music can be linked to live theatre. Musical knowledge and understanding - the ability to recall and understand musical notation and develop an understanding of how music elements are used to different effect and how culture affects music
Assessment	Listening to unfamiliar music test (week 3), Ensemble performance (Week 5) Bunraku Puppet Theatre performance (week 10)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Musician Composer Music Historian Ethnomusicologist Lecturer Music Teacher Specialised Instrument Technician Choreographer