Year 8 Music Curriculum Map 2024-2025

	Year 8 Music Big Questions and Component Questions

	Acoustic 1: Band Skills 2 – Rock	Music Tech 1: Song Writing – Blues	Acoustic 2 Band Skills 3	Music Tech 2: Remix – Synth Pop
Y8	**Big Question:** How do I perform Rock hooks and riffs on a variety of Rock band instruments as part of a whole class band? **Components:** **Music Making:** How do I perform a range of Rock hooks, riffs and songs in a group using a variety of instruments, notations, chord charts and lead sheets? **Music Thinking:** How do I show an understanding of how Rock music is based on repeated musical patterns (riffs) and the textural and structural elements of a song? **Music Context:** How do I show an understanding of what makes a good Rock/Pop song through listening and appraising music from different times and places?	**Big Question:** How do I write an original song based on a theme using a range composing techniques? **Components:** **Music Making:** How do I write an original song based on a given theme using 2 chord progressions, rhythm track, bass line, melody, lyrics, and Strophic Structure? **Music Thinking:** How do I show an understanding of how a song is built and structured a using a range of repetitive instrument parts and how the lyrics fit the mood of the music. **Music Context:** How do I show an understanding of the purpose and place of the song writer within Popular Music?	**Big Question:** How do I perform a four-chord song as part of a band using Rock band instrumentation? **Components:** **Music Making:** How do I continue to develop instrument specific and band performance skills on my chosen instrument? **Music Thinking:** How do I show an understanding of how a lot songs are based on repetitive chord progressions, melody and strophic structure and the use of power chords and guitar effects in Grunge Music? **Music Context:** How do I show an understanding of how a lot of popular songs use a similar set of musical features (3 or 4 chords, repetitive chord progressions, catchy hooks and riffs, strophic structure etc).	**Big Question:** How do I use the editing features and production skills to create a Remix of a Synth Pop track. **Components:** **Music Making:** How do I use the editing features of the DAW Logic Pro and production techniques to create an arrangement of a Synth Pop song. **Music Thinking:** How do I show an understanding of the key musical features used to create a Synth Pop track using the DAW Logic Pro. **Music Context:** How do I show an understanding of the how effects and editing techniques can be used creatively when remixing a track using a DAW

Year 8 Assessment (Score 1-5 and Effort Grade)			
Mid-Point Assessment: Whole class performance using a variety of instruments and parts – verbal feedback given (video on itslearning)	**Mid-Point Assessment:** Set of instrumental loops recorded into Logic – verbal feedback given (video on itslearning)	**Mid-Point Assessment:** Whole class/group performance using a variety of instruments and parts – verbal feedback given (video on itslearning)	**Mid-Point Assessment:** First bounce of track to show use of editing and production techniques used so far – written/verbal feedback given (on itslearning)
Final Assessment: Whole class/group performance using a variety of instruments and parts - verbal feedback given (video on itslearning) Written evaluation of performance as homework task 2 Listening Diary and 1 Elements Retrieval Tests	**Final Assessment:** Final sequenced track recorded into Logic - verbal feedback given (video on itslearning) Written evaluation of performance as homework task 2 Listening Diary and 1 Elements Retrieval Test	**Final Assessment:** Whole class/group performance using a variety of instruments and parts - verbal feedback given (video on itslearning) Written evaluation of performance as homework task 2 Listening Diary and 1 Elements Retrieval Tests	**Final Assessment:** Final bounce of track to show use of editing and production techniques used so far – written/verbal feedback given (on itslearning) Written evaluation of performance as homework task 2 Listening Diary and 1 Elements Retrieval Test

Year 8 Skills & Understanding

Y8				
	Skills and Understanding ☐ Build on prior knowledge and understanding of **Pitch, notation, chords, melody, rhythm and instrument specific techniques** through learning to play songs with multiple instrument parts **(Voice, keyboard, Ukulele, Guitar, Drums and Percussion)** ☐ Build on understanding of **Pitch, pulse, rhythm and notation** through the learning of **4/4 rhythms, drum grooves, melodies, Riffs, chords and chord sequences (Major/Minor/5th chords of C Major, G Minor, A Minor & E Minor keys)** ☐ Introduce correct technique **on Drum kit** ☐ **Perform** in an **ensemble** whilst keeping a **steady pulse, accuracy of technique and rhythm and development of expression** ☐ Build and expand on prior understanding of the **Elements of Music** listed below	**Skills and Understanding** ☐ Build on prior knowledge and understanding of **Pitch, notation, chords, melody, rhythm, chord progressions and structure.** ☐ Recap of **Pitch, pulse and rhythm, C Major scale, melodies, chords and chord sequences (Major/Minor chords of C Major and C Minor key)** ☐ Develop **composition** skills through compose a verse and chorus sections of a song to include **drum grooves, bass lines, chord progressions, melodies and lyrics** in either a **Major or Minor key** using chords **I, IV, V and VI** and organising these sections into a **well-structured** song. ☐ Explore the **instrumentation** of **popular Music styles** through listening. ☐ Build and develop technique **on keyboard and DAW functions and other instrumental skills.** ☐ Build and expand on prior understanding of the **Elements of Music** listed below	**Skills and Understanding** ☐ Build on prior knowledge and understanding of **Pitch, notation, chords, melody, rhythm and instrument specific techniques** through learning to play songs with multiple instrument parts **(Voice, keyboard, Ukulele, Guitar, Drums and Percussion)** ☐ Build on understanding of **Pitch, pulse, rhythm and notation** through the learning of **4/4 rhythms, drum grooves, melodies, Riffs, chords and chord sequences (Major/Minor/5th chords of C Major, G Minor, A Minor & E Minor keys)** ☐ Introduce correct technique **on Drum kit** ☐ **Perform** in an **ensemble** whilst keeping a **steady pulse, accuracy of technique and rhythm and development of expression** ☐ Build and expand on prior understanding of the **Elements of Music** listed below	**Skills and Understanding** ☐ Build on prior knowledge and understanding of **Pitch, notation, chords, melody, rhythm, chord progressions and structure.** ☐ Recap of **Pitch, pulse and rhythm, C Major scale**, **melodies, chords and chord sequences (Major/Minor chords of C Major and C Minor key)** ☐ Develop **production** skills **(Chords, Arpeggiator, Levels, Panning, EQ, Effects)** and **editing** tools **(Trim, Loop, Fade, Copy & Paste)** through the editing and mixing process of a track using the DAW Logic Pro and organising these sections into a **well-structured** song. ☐ Explore the **instrumentation** of the **Synth Pop style** through listening. ☐ Build and develop technique **on keyboard and DAW functions and other instrumental skills.** ☐ Build and expand on prior understanding of the **Elements of Music** listed below

Year 8 Links to National Curriculum			
☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Voice, keyboard, Ukulele, Guitar, Bass Guitar, Drums and Percussion ☐ Use their voice ☐ Create and compose music with others Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony	☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Keyboard and Digital Audio Workstation plus other instruments ☐ Create and compose music with others Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony	☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Voice, keyboard, Guitar, Bass Guitar, Drums and Percussion ☐ Use their voice ☐ Create and compose music with others Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony	☐ Perform, listen, review & evaluate a range of music ☐ Instrument specific technique – Keyboard and Digital Audio Workstation plus other instruments ☐ Create and compose music with others Explore how music is created with interrelated elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure, Notation, Tonality, Scales & Harmony