

### Curriculum Map: Music Year 8

	<b>Autumn 1</b>	<b>Autumn 2/Spring 1</b>	<b>Spring 1/2</b>	<b>Spring 2/Summer 1</b>	<b>Summer 2</b>
<b>Content</b> Declarative knowledge 'I Know'	<b>Hip Hop and Grime</b> Hip Hop encompasses four main elements (graffiti art, break-dancing, MC/rapping, DJ-ing/scratching/sampling). Discuss the merits of Hip Hop and the ethics of using samples from other music. Basic history of the genre.	<b>Reggae</b> Stylistic conventions of Reggae music. How chords contribute to the texture of a song. Key features of a Reggae bass line. Syncopation and how it is used in Reggae music. Key themes and style of Reggae lyrics and Jamaican patois. Bob Marley and his influence.	<b>Blues</b> Develop general keyboard technique including the <i>acmp</i> feature. Basic facts about the Blues including a brief history, conventions such as AAB structure, use of improvisation, topics for lyrics, walking bass, swung quavers, blue notes.	<b>Musical Theatre</b> Origins and development of musical theatre which have led to the modern day musical. Distinction between musicals and opera. Different types of songs. Voice types. Explore the relationship between music and drama.	<b>Under Cover</b> How bands work as a team, utilising individual strengths. Play and perform confidently using voice/playing instruments fluently, and with accuracy and expression. Song structure.
<b>Skills</b> Procedural Knowledge 'I know how to'	Compose and perform an effective bass riff. Change the beats in BandLab, use this to create an idiomatic backing track. Create rap lyrics to a suitable theme, put to a looped back-beat.	Play tonic and dominant chords; extension task of sub-dominant chord, different chord shapes. Play riffs from different reggae songs.	Build on knowledge of basic chords. Compose simple melodies in a suitable style, improvise short melodies. Play the Blues scale. Play a walking bass.	Plan a musical including plot, characters, song choices, scenery, costume. Research skills. Appraise different Musical Theatre songs.	How to find the resources to learn a piece of own choice. How to support and lead a group performance. Rehearse effectively.
<b>Strategies</b> Conditional Knowledge 'I know when to'	Explain the effect of changing tempo on the back beat.	Which part to play and when.	When to use intro and ending buttons; change the backing style.	How to pitch an idea. When to lead and when to support in a group endeavour.	Applying knowledge in a practical context. <i>Musical Futures</i> style of peer/informal learning.
Key Questions	What is the difference between Hip Hop and rap? What makes a good rap performance?	What musical genres resulted in reggae?	How did the music of enslaved people influence the Blues?	How are different voice types matched to characters? Why? What is the difference between opera and musical?	What makes a suitable piece for performance in school? What makes an effective performance?
Assessment topics	Create and perform rap lyrics; create a backbeat	Ensemble skills Performance of <i>Three Little Birds</i>	Improvisation Perform different parts of a Blues.	Presentation of 'new' musical. Performance	Group performance of piece of own choice, playing and/or singing and/or rapping

<p>Cross curricular links/Character Education</p>	<p>Literacy: poetry, rhyming patterns, syllables, exact and slant rhymes  Numeracy: BPM, changing tempo, counting beats, rapping in time  Art: graffiti art  ICT: using StageLight/BandLab  British values: copyright, sampling</p>	<p>History: Windrush generation; social and historic context for the music  English: poetry and lyrics  British values: Black lives matter  Geography: location of Jamaica</p>	<p>History: slavery in America  British values: ethics of slavery/freedom, modern slavery  Numeracy: counting beats, 12-bar structure  Literacy: spellings of vocabulary, rhyming patterns in lyrics</p>	<p>Drama: plot, acting, characters, narrative, dialogue  Art: scenery  Dance: opera and musical  Literacy: libretto, presentation skills</p>	<p>British values: collaboration, communication, team work, shared responsibility, independence and democratic decision making</p>
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