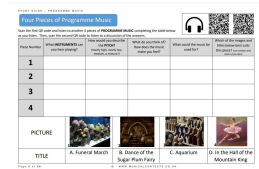# St Peter's Collegiate Academy

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	**Unit of Work/Big Question**	**Unit of Work/Big Question**	**Unit of Work/Big Question**	**Unit of Work/Big Question**	**Unit of Work/Big Question**
Basic performance/ compositional skills.	**What are the musical elements?**	**How is music a universal language?**	**Guitar Skills**	**How can music be used to represent things?**	**Keyboard Skills 2**
Knowledge	**Knowledge**	**Knowledge**	**Knowledge**	**Knowledge**	**Knowledge**
• **Appropriate vocal warm-up techniques** • **Keyboard fingering technique.** • **Compositional devices regarding balance of parts/ structure.** • **Concerto/ Sonata** • **Different types of choral ensemble.**	• **Introduction to MAD T-SHIRT (Melody, Articulation, Dynamics, Tonality, Structure, Harmony, Instrumentation, Rhythm, Tempo)** • **Western Classical Instruments**	• **Graphic notation** • **Treble clef pitch notation**	• **The strings of the guitar** • **The parts of the guitar** • **How to hold a guitar** • **Finger Picking technique** • **Tablature notation**	• **What is Romantic Programme music?** • **Revision of musical elements.**	• **How to create a simple triad.** • **Difference between major and minor.** • **Single-Finger Chords.**
Skills & Procedural Knowledge	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**
• **Ensemble singing and basic harmony.** • **Performance of keyboard melodies with right hand.** • **Effectively arranging and editing loops on Garageband software.**	• **Listening and identifying instrumental timbres and other musical features.** • **Learning about rhythms through performance** • **Composing a binary or ternary piece using contrast within the musical elements for the different sections.**	• **Performing from notation** • **Creating notation.**	• **Performing simple melodies on guitar.** • **Basic chords**	• **Listening skills** • **Programme music Performance/ Composition**	• **Performing more advanced melodies** • **Listening for tonality.** • **Adding a left hand chordal accompaniment**
Key Assessment Task (KAT)	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**
Keyboard Assessment 1 (Fluency/ Accuracy/ Technique) **Arrangement Task (Garageband) (Structure/ Balance of melodic, rhythmic & backing loops)**	**Musical Elements composition (Structure/ effective contrast of musical elements)**	**Graphic Notation Performance Task (Accuracy to score/ ensemble skills)** **Pitch Notation Test (Knowledge)**	**Guitar Performance Assessment (Fluency/ Accuracy/ Technique)**	**Listening Assessment (Aural skills/ use of terminology)** **Composition/ Performance Task**	**Individual keyboard performance assessment. (Fluency/ Accuracy/ Technique)**

Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge
• Position of notes on the keyboard • Correct keyboard technique • Concerto/ Sonata • Vocal warm up techniques (Unison/ Harmony) Different types of choral ensemble. • Using Garageband software (editing loops/ mixing volume/ choosing genres)	Melody: Pitch Articulation: Smooth/ Detached Dynamics: Loud/ Quiet Tempo: Fast/ Slow Structure: Binary/ Ternary (Phrase/ Repetition/ Contrast) Harmony: Consonant/ Dissonant Instrumentation: Western instruments Rhythm: Crotchet, minim, quaver, Texture: Thick/ Thin	• How to show pitch, dynamics and duration using graphic notation. • Notes on the treble stave up to 2 ledger lines (stave/ treble clef/ ledger lines)	• Different strings on the guitar and parts of the guitar. • Acoustic/ Electric/ Bass • How to read tab notation/ guitar diagrams. • Chords/ Tab/ Minor/ Major/ Riff	• Expression: Dynamics, tempo, Articulation • Instrumental recognition	• How to play single-finger or 3-note chords. • Correct keyboard technique • Adding rhythms to performances.
Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks
https://docs.google.com/document/d/1Pkriz81Y2n-RLJ-_JptuII7X1rCV1Dm7/edit?usp=drive_link&ouid=106093390321538465897&rtpof=true&sd=true W Year 7 Music Homework.docx	https://docs.google.com/document/d/1Pkriz81Y2n-RLJ-_JptuII7X1rCV1Dm7/edit?usp=drive_link&ouid=106093390321538465897&rtpof=true&sd=true W Year 7 Music Homework.docx	https://drive.google.com/drive/folders/1sHErLdxP1aHJ5axDL8VPyUMYdcJlpwcO?usp=drive_link W Year 7 Music Homewor...	https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/zjrd8xs Practising your guitar in a group 1. Watch the group rehearse and perform, 2. Read through the KEY TERMS used in the video and 3. Take the quick quiz W Year 7 Music Homework....	Programme Music Listen to the four pieces and complete the worksheet https://www.youtube.com/watch?v=UpuPP1YUYHs https://www.youtube.com/watch?v=B9zRToy-mwk https://www.youtube.com/watch?v=YVpl-RNzdE4 https://www.youtube.com/watch?v=4nMUr8Rt2AI W Year 7 Music Homework.docx	Playing Chords on a Keyboard; VIDEO - the FOUR types of Triad. Watch the first video and remember AT LEAST MAJOR and MINOR triads. https://www.musictheoryacademy.com/understanding-music/triads W Year 7 Music Homew...
Suggested Listening (Do Now)	Suggested Listening (Do Now)	Suggested Listening (Do Now)	Suggested Listening (Do Now)	Suggested Listening (Do Now)	Suggested Listening (Do Now)
• Piano Concertos • Piano Sonatas • SATB Choir • Upper Voices Choir • Male Voice Choir • Barbershop	• Schindler's List Theme (Williams) • Apprentice Theme Tune (Wagner) • Psycho Theme (Herrmann) • Entrance of the Clowns (Fucik) • Minuet in G (Bach) - Binary form example • https://www.youtube.com/watch?v=D8j8bYeo3Wk (Video supporting	• Berio Sequenza (Graphic Notation) • Britten Dawn Interlude (Graphic Notation)	• Passionflower) Jon Gomm) • Jimmy Hendrix/ Eric Clapton	• Saint Saens - Carnival of the Animals • Mussorgsky - Night on a Bare Mountain • Grieg - Peer Gynt Suite	• https://www.youtube.com/watch?v=_dVFknALySA (Bill Bailey - Major/ Minor)

	learning on form)				

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	Performance	Composition (Creating)	Garageband/Arrangement (Creating)	Listening/Analysis	Theory/Reading Music
Mastering	*Can perform to grade 3+ standard on any instrument. *Can perform an independent role within an ensemble performance with confidence/accuracy and clear ensemble features.	*Musical ideas are sustained, developed and refined with effective contrast of the musical elements. Relevant notation is used to edit and refine.	*Can combine pre-existing loops with midi-inputted tracks with success in relation to timing, sense of style and effective use of the musical elements.	*Can describe/compare music in relation to all of the musical elements (MAD TSHIRT) with appropriate use of terminology including Italian terms.	*Can read a more complex piece of music at sight (any clef).
Advancing	*Can perform a more advanced piece eg bass and treble line on the piano (2 hands) with reasonable accuracy/fluency. *Can perform a leading role in an ensemble with confidence and an understanding of ensemble features.	*Musical ideas are sustained, developed and refined with some contrast of the musical elements.	*Can combine pre-existing loops with midi-inputted tracks with some success in relation to timing and style.	*Can describe music in relation to most of the musical elements (MAD TSHIRT) with appropriate terminology.	*Can work out notes of up to 2 ledger lines confidently and read more complex pieces of music at sight.
Securing	*Can perform a more complex piece with reasonable accuracy/fluency. *Can perform in an ensemble, demonstrating ensemble features such as timing, balance and expression.	*Musical ideas are created and developed.	*Can combine several layers of sound effectively with structure and balance.	*Can describe a piece of music using some appropriate terminology relating to the musical elements.	*Can work out the notes of the treble clef and read a simple piece of music at sight.
Developing	*Can perform a simple piece with accuracy, fluency and a clear sense of pulse. *Can contribute effectively to an ensemble performance.	*Musical ideas are created within a coherent structure.	*Can combine layers of sound with an awareness of the combined effect.	*Can recognise musical elements and understand how they are combined to create a particular mood.	*Can work out the notes of the treble stave in time.
Emerging	*Can perform a simple piece with appropriate technique but may struggle with accuracy and fluency. *Can contribute to an ensemble performance.	*Musical ideas are created but they are limited and disjointed.	*Can multitrack existing loops but with limited coherence/effectiveness.	*Can recognise basic musical elements eg dynamics, tempo, pitch	*Can follow the contour of notes to recognise ascending and descending phrases.

St Peter's Collegiate Academy

Yr 8 Music Curriculum

At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
What role does music play in different cultures of the world? Classical Indian	What role does music play in different cultures of the world? Bhangra	What role does music play in different cultures of the world? Latin American	How has popular music evolved? Blues/ Rock and Roll	How has popular music evolved? The Voice/ Solo Artists/ Song Writing	How has popular music evolved? Performing/ Arranging popular songs.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
• Use of raga/ drone/ tala within classical Indian music. • Structure of Classical Indian performances. • Classical Indian instruments (sitar/ bansuri/ tabla/ tampura)	• Features/context of the fusion style of bhangra. (Structure, instrumentation, associated rhythms) • Common bhangra instruments (Dohl, Tumbi, Western technology)	• Features/ context of Brazilian Samba. • Rhythmic features such as polyrhythms/ son clave/ syncopation. • Structural sections such as Groove and breaks. • Samba instrumentation. • Other Latin American styles.	• Historical context of Blues music. • 12-bar blues chord progression/ Blues scale. • Features and instrumentation of Blues music. • Artists and features of Rock & Roll.	• Structure of popular songs. • Use of a 4-chord progression. • Hooks (instrumental and vocal) and riffs • Vocal ranges (SATB) • Vocal features within popular music (Melisma/ Syllabic/ Vibrato/ Falsetto) • Use of technology in popular music.	
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
• Keyboard performance of raga and drone. • Improvisation on the notes of the raga. • Rhythmic performance of tala with improvisation. • Ensemble performance skills. • Listening and identifying features of Classical Indian music.	• Garageband arrangement task • Performance on midi-keyboard of bhangra melodies/ chaal rhythm/ bass line. • Fusion with western loops. • Appropriate editing of notes and musical elements such as tempo/ dynamics etc.. • Listening and identifying features of bhangra.	• Perform a rhythmic part in a whole-class performance of Samba. • Ensemble performance skills. • Keyboard performance of Sway. • Listening and identifying features of samba.	• Keyboard performance of 12-bar blues riff. • Improvisation on blues scale. • Garageband arrangement task (Rock & Roll) combining performance of bass line/ melody with appropriate loops.	• Composing chord progression/ hooks/ melodies • Lyric/ rap writing • Listening and identifying vocal/ structural and instrumental features of popular music.	• Perform different aspects of a popular song inc hooks/ 3-finger chords AND/OR • Arrange a popular song.
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)

Keyboard Assessment: Classical Indian Performance. (Accuracy/ fluency/ improvisation/ structure) Ensemble Task: (Structure/ timing/ balance/ expression)	Arrangement Task (Garageband) (Structure/ Accuracy of performance/ Timing/ Balance of parts/ Effective use of elements)	Keyboard assessment of Sway: (Accuracy/ Fluency/ Demand) Ensemble Task - whole-class samba rhythmic performance.	Keyboard Blues Assessment (Accuracy/ Fluency/ Demand/ improvisation) Rock and Roll Garageband Arrangement Task (Structure/ Accuracy of performance/ Timing/ Balance of parts/ Effective use of elements)	Composition Assessment: 4-chord popular song (Structure/ chord and melody compatibility/ quality of hook/melody)	Performance Assessment And/Or Garageband Arrangement Assessment
Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge
● Aspects of Indian performance: Raga, drone, tala (improvisation) ● Structure: Alap, gat, jhala ● Classical Indian instrumentation: Sitar, bansuri, tabla, tampura, (techniques - pitch bend/ ornamentation/ trills/ scalic runs)	● Musical features of Bhangra (Chaal rhythm, verse/ chorus structure ● Vocal Style (Male/ Punjabi lyrics/ melisma/ ● Instrumentation (Dohl/ tumbi) ● Fusion features (Western technology)	● Context of samba: (Brazil/ carnival/ leader) ● Structural features of Samba: (Groove/ Break/ Call & Response) ● Instrumentation of Samba: (Surdo/ caixa/ agogo bells/ repinique/ apito/ congas/ claves etc..) ● Rhythmic features: (Ostinato/ polyrhythms/ syncopation/ son clave)	● Context of Blues (Slave-trade etc..) ● Blues features (12-bar blues/ Blues scale/ Sad lyrics/ walking-bass/ improvisation) ● Rock and Roll Instrumentation/ structure (Verse/chorus/ stab chords/ Guitar/ Piano/ Male vocals/ Boogie woogie)	● Structure of popular songs (Introduction/ verse/ chorus/ bridge/ instrumental/ hook/ riff/ chords - minor & major) ● Vocal ranges and features (Soprano/ alto/ tenor/ bass/ solo/ harmony/ unison/ falsetto/ syllabic/ melismatic) ● Popular music Instrumentation & Technology (Guitar/ Synthesiser/ Drum Kit/ Sampling/ Sequencing/ Reverb/ Distortion)	
Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks	Suggested Homework Tasks
We know that different Ragas are associated with different times of day. Here you can listen to examples of Indian Classical music side by side from different times of the day. https://artsandculture.google.com/story/raga-time-and-timeless-ragas-dawn-to-dusk-baithak-foundation/RwXRxUiaOvnJUg?hl=en W Year 8 Music Homework.docx	The song 'Das Ja' by DJ Sanj contains all the elements of this exciting, danceable genre of music. List 5 things that you hear that are typical of Bhangra? https://www.youtube.com/watch?v=mK91Tn8ivT0 W Year 8 Music Homework.docx	Watch this 15m video to learn about the development and wider range of Latin music styles throughout the world https://www.youtube.com/watch?v=xPvJAz5LyV4&list=PLRlBlu_wmt62Dge2WEE9_5clG9FYBuxzm W Year 8 Music Homewor…	Blues lyric writing Watch this 6 minute video on how blues evolved into… well, pretty much everything we listen to today https://www.youtube.com/watch?v=UHycvbyl7gI W Year 8 Music Homework.docx	Listen to Hank Williams recording of 'Jambalaya' - a 2-chord song from the Southern States of North America… as you follow the words, see where the chords change regularly.. How many beats on each chord throughout he song? 2, 3, 5 or 8? https://www.guitardownunder.com/songs/jambalaya.php W Year 8 Music Homewor…	W Year 8 Music Homewor…

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How is music used within media? Film Music Underscores	How is music used within media?	How is music used within media? What types of music are used within advertising?	How do drama and music combine within musical theatre?	How did 20th Century Composers break from traditional composing methods?	How is music important to you? Personal Project
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
• Use of diagetic and non-diagetic music/sounds within a film underscore. • Understand the process of mickey-mousing. • Use of musical elements to effectively convey a scene (particular focus on ostinato/ pedal notes/ chromaticism and dissonance - common features within underscores.	• Elements used to create music for different film and TV genres. • Use of the leitmotif • Instrumentation used in film/TV music.	• Type of lyrics and music used in TV/ radio adverts. • Jingles	• Types of musical • Types of musical theatre song and styles of singing. Comparison of film/musical theatre scenes. • Careers opportunities within musical theatre.	• Features of serialism/ minimalism/ expressionism/ impressionism. • Links with art/ architecture	• Individually designed proposal & Project
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
• Use of Garageband to create underscore (developing editing skills). • Searching the internet for appropriate sound effects.	• Keyboard performance of film/TV themes/ music. • Listening and identifying features of music within film/ TV themes.	• Creation of lyrics to promote product in an advertisement. • Compose a jingle to advertise a product.	• Listening and identifying features of music/voice within musical theatre.. • Whole-class vocal performance of musical theatre repertoire. • Keyboard performance of musical theatre melodies.	• Stomp like minimalist composition or arrangement. • Serialism composition.	• Individually designed proposal & Project

Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Composition Assessment: Creating an underscore for a film scene (Timing/ Use of elements/ Effectiveness/ Editing/ Use of Sound effects)	Keyboard performance assessment of TV/ Film Music (Accuracy/ Fluency/ Demand) Listening Assessment: Identifying the use of musical elements within film music.	Composition Assessment: Create a radio advert for a product (Lyrics that fit tune effectively/ catchy melody for jingle/ overall effectiveness.)	Keyboard Performance Assessment of Musical Theatre Song (Accuracy/ Fluency/ Demand) Ensemble Vocal Assessment: Whole-class Musical Theatre Singing	Composition Assessment: Group Minimalism composition and performance (Use of ostinato/ timing/ effective use of elements) Composition Assessment: Serialism (Accurate structure, exploration of elements)	• Individually designed proposal & Project
Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge
• Diagetic/ Non-diagetic/ Mickey-Mousing • Focus on Musical Elements - MAD T-SHIRT (Dissonance/ ostinato/ chromaticism/ pedal notes)	• MAD T-SHIRT	• Jingle	• Types of musical (Through-composed/ Jukebox/ film/ book/ disney) • Types of song (Aria/ recitative/ ensemble/ chorus/ duet) • Job roles in musical theatre (Direction/ Choreography/ Production etc…)	• Minimalism: Ostinato • Serialism: Tone Row/ Inversion/ Retrograde • Atonality	• Individually designed proposal & Project

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