



Curriculum Plan Music



Year 8	Golden Threads: Performance - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Composition - improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Listening - Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.			Enrichment: Music extra curricular clubs offered through the week in a variety of settings.	Review and evaluation: Summer 2025	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Knowledge tracking
Term 1	Minimalism (NC 1,3 5 +6) GCSE AOS4	Arranging and performing: Performances of minimalist keyboard pieces in pairs or alone, being confident in their own part Listening: Modern ‘classical music’ listening question at the end of the topic	Pupils will: • Learn how to read music notation better and more confidently • better understand how to use the piano/keyboard and the variety of functions available to them.	Pupils will have a better understanding of music notation and how to read a music score (treble and bass clef). Pupils will have a better understanding of ensemble playing and be able to demonstrate better ensemble skills. Pupils will have a better understanding of how to use the keyboard features more effectively, and will use them in their performance of <i>The Famous Tune</i> and <i>Intercity stomp</i> .	Ostinato Crotchett Quaver Minim Rest (music notated rest) Treble cle3f Bass Clef Score Stave	Prior learning: performance, keyboard skills, keywords Future learning: performance, keyboard skills, keywords, notation reading, GCSE style
	Term 2	Fanfares (NC 2,5 +6)	Arranging and performing: Performances of fanfare composition pieces in pairs or alone. Listening: Fanfare listening question at the end of the topic	Pupils will: • Learn about what a fanfare is and where fanfares are used • Learn what a chord and triad are • Learn about the brass family • Learn basic compositional skills pertaining to place and event	Pupils will show their understanding of fanfare by being able to identify the features of a fanfare and talking about the context that fanfares are played in. They will be able to talk about the effect of fanfare on an audience. They will understand how fanfares are structured, and be able to show this in their fanfare composition. They will be able to perform their fanfare composition with a sense of occasion, the use of fanfare conventions and by using authentic tones on the keyboard.	Brass Instruments (many) Chords Triads Broken chords Arpeggios Dotted rhythms Dynamics



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Term 3	African Music (NC all) GCSE AOS3	Composing and performing: Composition and Performances of polyrhythm drumming in groups. Individual merit is assessed rather than group outcomes. Listening: Traditional African music listening question at the end of the topic	Pupils will: • Learn about African drums as instruments and where percussion fits into rural African heritage • Learn rhythmic compositional skills including call and response, polyrhythms and pulse(s)	Pupils will show their understanding of African music by being able to identify the features examples. They will be able to talk about the effect of the music on an audience and its intended compositional reasoning. They will understand how pieces are structured, and be able to show this in their group compositions. They will be able to perform a substantial part in their group composition, utilising key compositional features.	Polyrhythm Polyphonic Call and response Choral Pulse	Prior learning: elements keyword, improvisation skills, rhythmic notations, world music conventions. Future learning: Performance, composition (improvising) rhythmic notation, historical contexts, GCSE style questions.
Term 4	Blues (NC 2,4,5 +6) GCSE AOS3	Composing and performing: composing and performing a blues song, using your own lyrics and all the key characteristics of blues: chord sequence, bass line and improvising using the blues scale. Listening: Blues listening question at the end of the topic	Learning that the key characteristics of blues music are: • the 12-bar blues sequence • the use of the blues scale, which uses sharps and flats • the blues bass line • improvising • sad and expressive lyrics	Pupils will show their understanding of blues music by exploring the context(s) out of which blues was born. They will understand chords and scales, and how they are applied to blues music. They are also able to successfully explore the characteristics of blues music so that they can perform convincingly within the style, and create a piece of music that fits clearly into the style of blues but which also contains their own individuality.	Chords Triads 12 bar blues Walking bassline Improvisation Blues scale	Prior learning: keyboard/ukulele performance skills, triads, harmonic language, singing. Future learning: Composition (improvising), historical contexts (jazz), melodic writing, popular songs structures, GCSE style questions.
Term 5	Hooks and riffs (1) (NC 1,2,5+6) GCSE AOS2	Performing: performances example hooks and riffs focussed on <i>Don't Stop Believing</i> as individuals. Listening: Popular song listening test at the end of the project	Pupils will: • explore how hooks and riffs are used by composers to create memorable songs and how to perform a famous example. • learn about pop song structure • learn the 4 main chords used in pop songs	Pupils will show their understanding of the hooks and riffs by being able to identify them when listening to music, and by being able to perform one on the keyboard. They will understand pop song structure, and how to identify it in songs they listen to.	Hook Riff (chord) Sequence Broken chords	Prior learning: popular songs, using triads, ukulele/keyboard performance skills Future learning: Performance skill, popular song keywords, GCSE style questions.



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Term 6	Hooks and riffs (2) (NC 1,2,5+6) GCSE AOS2	Performing: Group performance of a cover song (pupils choice) with each member being assessed individually on parts played. Listening: Popular song listening test at the end of the project	• Learn how to find and source information needed to perform a song from scratch (chord charts, ukulele grids etc) • Work in a group to create a cover version with a choice of 2 songs	Please see above, they will show their understanding of how pop songs structures work in their cover versions.	Chorus Verse Bridge Intro/outro	Prior learning: Direct follow on from H+R1, song structures, performance skills, practical instrumental skills. Future learning: Performance skill, popular song keywords, research, collaboration and communication skills, GCSE style questions.
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