

Music - TERMLY CURRICULUM OVERVIEW		Year 8 Spring Term
Departmental intent statement	<p>Pupils at TCMS will enjoy a broad and ambitious music curriculum, rich in skills and knowledge, which will ignite their curiosity and prepare them well for future learning or employment. Our music curriculum will give pupils the opportunity to develop a thorough understanding of music, through performing, composing and listening. It is designed to develop self-confidence and a sense of achievement through performance (in lessons and through extra-curricular participation), encourage creativity through composition skills and encourage personal development through ensemble performances and group compositions.</p> <p>We hope that music, whether formally or informally, will play an important role in the lives of our pupils as they grow older and by learning to appreciate music at school age they will be able to revisit music/musical instruments throughout their life.</p>	
Topic	Off Beat	
Prior knowledge	<ul style="list-style-type: none"> <li>• An understanding of different music genres</li> <li>• An understanding of different instruments and timbre</li> <li>• An understanding in structure and form</li> <li>• An understanding reading traditional notation.</li> <li>• A basic understanding on reading Tab.</li> <li>• An understanding in Pitch, Melody, Harmony and Texture.</li> <li>• A good understanding of reading different rhythmic patterns.</li> <li>• An understanding of phrasing, dynamics, crescendo, diminuendo, semi quavers, quavers, crotchets, rests, cyclic and ostinato patterns.</li> </ul>	
Content overview	<p>This unit explores reggae music and the culture it comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, pupils will learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre. Pupils explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music, before looking at how fragmented melodic parts can be used as bassline riffs and melodic hooks. Pupils look at the famous reggae musician Bob Marley and his influence on Rastafarianism to a worldwide audience, through his lyrics and different textural layers which make up reggae music. Pupils will further develop their skills on keyboards as well as guitars, drums, bass guitars and trumpets. Pupils will improve their skills playing triad chords, bass line riffs, melodic hooks and more complex melodic shapes. They will develop their skills performing as a group incorporating all the different layers.</p> <ul style="list-style-type: none"> <li>• Pupils will recognise the stylistic conventions of reggae music.</li> <li>• Pupils will gain an understanding of the history in caribbean music such as Salsa, Merengue, Soca and Calypso.</li> <li>• Pupils will follow more complex rhythm patterns, bassline riffs, melodic hooks and syncopated chord structures.</li> <li>• Pupils will extend their knowledge of musical symbols.</li> <li>• Pupils will perform using tempo, dynamics and phrasing.</li> <li>• Pupils will identify the importance of each musician's part.</li> <li>• Pupils will demonstrate a higher level of skills with expression and technique.</li> </ul>	

NC objectives /age related expectations	<ul style="list-style-type: none"> <li>• Listen with attention to detail.</li> <li>• Practise, rehearse and perform with an awareness of different parts, the roles and contributions of different members of the group.</li> <li>• Perform with control of instrument-specific techniques and musical expression.</li> <li>• Identify the expressive use of musical elements, devices, tonalities and structures.</li> <li>• Recognise the sounds of individual instruments playing in an ensemble.</li> <li>• To read, compose and perform from traditional percussion notation with more accuracy following four parts.</li> <li>• Use notation to plan, revise and refine material.</li> </ul>
Vocabulary	Pitch, semiquaver, crotchet, minim, quaver, semibreve, quarter rest, half rest, whole rest, duration, rhythm, dynamics, tempo, diminuendo, crescendo, structure and form. Bass Line, Calypso, Chords, Merengue, Offbeat, Rastafarianism, Reggae, Salsa, Soca, Steel Bands, Syncopation, Texture, Tremolo, arrangement. Riff, hook, Da Capo, Dal Segno, Coda
Cross-curricular opportunities	<p>Science - exploring pitch/tone</p> <p>Maths - importance of logical sequencing, time, fractions, counting – on-beat and off-beat; irregular beat.</p> <p>English - practising speaking and listening skills, dramatic performance, links to theatre.</p> <p>Religious education - exploring Rastafarianism.</p> <p>Technology – sound systems and amplification.</p> <p>Geography- The Caribbean</p>
Extracurricular opportunities	Pupils will listen to and watch a range of live and recorded music from different times and cultures. To take part in local community musical events.
SMSC – spiritual, moral, social and cultural opportunities	<ul style="list-style-type: none"> <li>• Explore moral issues through a range of listening, performance or composition</li> <li>• Explore emotions through music</li> <li>• Encourage respect for instruments BV</li> <li>• Encourage class/group collaboration on musical projects BV</li> <li>• Explore creativity in composing</li> <li>• Reflect on different kinds of music</li> <li>• Reflect on different kinds of music</li> <li>• Respect diversity in music BV</li> <li>• Respect the musical heritage of different cultures BV</li> <li>• Seek to understand how music reflects the beliefs of others</li> </ul>

Careers information	<ul style="list-style-type: none"><li>3. Addressing the needs of each pupil</li><li>5. Experiences with employers/employees</li><li>6. Experiences of workplaces</li><li>7. Encounters with further &amp; higher education</li></ul>
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