

## Year 8 Music

The music curriculum in year 8 allows students to:

- identify and explore musical devices and how music reflects time and place
- perform significant parts from memory and from notations
- perform with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support
- improvise melodic and rhythmic material within given structures
- use a variety of notations
- compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures
- analyse and compare musical features
- evaluate how venue, occasion, and purpose affects the way music is created, performed and heard
- refine and improve their work

### I Gruchot Head of Music

Topic/Term	Term 1 – Rhythm, Guitar, Keyboard, Harmony
<b>Key competencies (student abilities)</b>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• notate pulse bars for simple key signatures</li> <li>• play pulses to a track at multiple levels</li> <li>• echo rhythms on tabla as part of call and response</li> <li>• accurately compose simple 2-bar rhythms in a variety of time signatures</li> <li>• perform a syncopated rhythm complex, following a grid?</li> <li>• use notated rests accurately</li> <li>• play a basic rock pattern on a drumkit</li> <li>• use an electronic keyboard to generate a style accompaniment - single-finger, style, syncro</li> <li>• use an electronic keyboard to choose a variety of voices</li> <li>• play Em and G chords on an acoustic guitar</li> <li>• play guitar rhythmically to a backing track, changing chords appropriately</li> <li>• Locate notes on a keyboard</li> <li>• Compose 8 bar progressions in C, G and F major, using primary and secondary chords</li> <li>• Use the single-finger function on an electronic keyboard to generate chord progressions, major and minor chords</li> <li>• Play Em and Am on guitar</li> <li>• use a plectrum to strum chords in time</li> <li>• play rhythmically to a rock backing track, using Em and Am</li> <li>• use an electric guitar and amplifier (at the most basic level), safely and effectively</li> <li>• Use some fingered chords to generate an auto accompaniment on a keyboard</li> <li>• Play D on a guitar</li> </ul>

<b>Assessment</b>	<b>Formative assessment - written evidence in books and teacher observation during practical tasks. Summative - Written report – Portfolio – Test – Skill Demonstration</b>
<b>Links to CES learning Charter/IB learner profile</b>	Creative Reflective Responsible Independent

<b>Topic/Term</b>	<b>Term 2 – Working as a Large Ensemble</b>
<b>Key competencies (student abilities)</b>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• accurately identify the notes of a piano keyboard, on paper and on an instrument</li> <li>• realize pulse bars for simple time signatures</li> <li>• Write 2-bar rhythms in simple time signatures</li> <li>• Identify the notes of triads</li> <li>• Find triads on a keyboard</li> <li>• Find the notes E, C, G &amp; D on a bass guitar/guitar</li> <li>• Respond rhythmically to a given beat on the tabla</li> <li>• Perform syncopated patterns in time on a variety of classroom instruments</li> <li>• Articulate the meaning of musical terms - triad, inversion, offbeat, turnaround</li> <li>• Add fills to a binary rhythm on tabla</li> <li>• Play on the offbeat (table/xylophone/keyboard)</li> <li>• Identify by ear a reggae binary rhythm?</li> <li>• Articulate the meaning of musical terms - triad, inversion, offbeat, turnaround, fill, binary rhythm</li> </ul>
<b>Assessment</b>	<b>Formative assessment - written evidence in books and teacher observation during practical tasks. Summative - Written report – Portfolio – Test – Skill Demonstration</b>
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<b>Topic/Term</b>	<b>Term 3 – Music Technology</b>
<b>Key competencies (student abilities)</b>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Access Garageband and set up a new project?</li> <li>• Create a chord track using whole notes?</li> <li>• Use the arpeggiator successfully?</li> <li>• Add tracks and access the loop browser?</li> <li>• Structure their composition appropriately?</li> <li>• Manipulate the dynamic structure?</li> </ul>

	<ul style="list-style-type: none"> <li>Identify areas for improvement</li> <li>Assess the success of the composition in terms of the intended purpose</li> </ul>
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<b>Examples of homework tasks</b>	<ul style="list-style-type: none"> <li>Songs lyrics to memorise</li> <li>Musical investigations of musical compositions, music history, world music styles)</li> <li>Music theory working sheets</li> <li>Practising musical compositions on a different level of advancement</li> </ul>
<b>Study equipment needed</b>	<ul style="list-style-type: none"> <li>Musical instruments (tuned and untuned percussion instruments, keyboards, strings instruments)</li> <li>Electronic equipment</li> <li>Music software</li> <li>Songs books</li> <li>Music theory books</li> <li>Musicals scores</li> <li>Blank musical writing paper</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li><a href="http://web.b.ebscohost.com/web/src_ic/home/topics/TopicArtsAll">http://web.b.ebscohost.com/web/src_ic/home/topics/TopicArtsAll</a></li> <li><a href="http://school.eb.co.uk/levels/intermediate/search/articles?query=music&amp;includeLevelTwo=false">http://school.eb.co.uk/levels/intermediate/search/articles?query=music&amp;includeLevelTwo=false</a></li> <li><a href="https://en.wikipedia.org/wiki/Music_theory">https://en.wikipedia.org/wiki/Music_theory</a></li> <li><a href="http://tobyrush.com/theorypages/">http://tobyrush.com/theorypages/</a></li> <li><a href="http://www.thisdayinmusic.com/">http://www.thisdayinmusic.com/</a></li> <li><a href="http://www.naxos.com/education/brief_history.asp">http://www.naxos.com/education/brief_history.asp</a></li> <li><a href="http://www.wikihow.com/Learn-to-Play-an-Instrument">http://www.wikihow.com/Learn-to-Play-an-Instrument</a></li> <li><a href="http://www.virtualmusicalinstruments.com/">http://www.virtualmusicalinstruments.com/</a></li> <li><a href="http://imslp.org/">http://imslp.org/</a></li> <li><a href="http://www.virtualdj.com/">http://www.virtualdj.com/</a></li> </ul>
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