

Year 8 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Introduction to Guitar		Composition: the difference between improvisation and composition.		Practical Grade ½ dependant on ability	
National Curriculum Knowledge & Understanding	Understand and use staff and other relevant notations appropriately for a range of musical styles genres and traditions.		Listen with increasing discrimination to a wide range of music from great composers and musicians. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.		Play and perform confidently in a range of solo and ensemble context	
Assessment	Performance Assessment		Practical assessment of composition		Grade 1 performance recorded and assessed	
Why this?	Research shows that young people who learn to play an instrument have higher cognitive ability and achieve higher in school than those who don't. Further to this, there are too few pupils who learn to play an instrument to a high level in comprehensive schools nationally. Southmoor Academy are giving the entitlement back through 'The Guitar Project' which sees every pupil given the opportunity to excel at an instrument. The transferrable skills gained through this initiative are beneficial throughout the curriculum.		Composing is a brilliant means of building up students' confidence and ability to 'perform' under pressure & creatively in any subject/walk of life.		Through learning pieces of varying difficulty, pupils will learn all of the basic skills associated with playing their instrument: hand position, fingering (1, 2, 3), keyboard technique.	
Why now?	By teaching all pupils basic skills on guitar, pupils can translate this knowledge to any other instrument by attending the orchestra project lunchtime club and can work in the curriculum to extend these skills into eventually being able to play guitar competently.		Having already learnt how to improvise pupils here extend this knowledge to create a more substantial composition comprising of melody and chords. This unit inspires pupils to continue to progress on their instrument as a tool to create music in a style that they appreciate.		Gaining these basic instrumental skills will prepare pupils for tackling future more complicated practical work.	
Skills & Characteristics	<ul style="list-style-type: none"> • listening - <i>Actively and critically listening to music builds a valuable skill-set used throughout KS3 Music and opens students up to new musical experiences</i> • Creativity - <i>An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution to a problem is an asset in any walk of life</i> • Staying Positive - <i>Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</i> • Teamwork - <i>As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help our students realise the power of working effectively as part of a larger group/team</i> 					

<p>Aspirations & Careers</p>	<p>By beginning to perform at a basic level where even the most talented students sound amateur, pupils are beginning to practise perseverance. In a society where instant gratification is all too prevalent it is vital that we teach students that in their adult lives they will need to persevere and fail along the way in order to succeed.</p>	<p>Pupils here are introduced to the composition branch of music which could itself lead to a career and pupils can certainly relate it to the music industry that they are familiar with. Too often, in less privileged cultures making music is something that every member of a community can take part in (e.g. african drumming, samba, folk) but more privileged people simply play a track on Spotify or similar. It is highly valuable for pupils to see that they can create what they enjoy listening to so much and gives more value to the music industry that they may choose to be a part of.</p>	<p>By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference - thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.</p>
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YEARLY END POINTS

Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none">• Choose the order of the notes in D major.• Be able to sight read the order of the notes in D major.• Be able to compose a basic melody• Be able to pluck one Grade 1 piece with some musical expression.	<ul style="list-style-type: none">• Improvise using a given scale.• Be able to sight read a piece in D major.• Discuss what makes melody composition effective• Be able to play two Grade 1 pieces with musical expression.	<ul style="list-style-type: none">• Improvise in a given key.• Be able to sight read a piece in a given key.• Analyse and appraise the use of the musical dimensions in any own composition• Be able to play all three grade 2 pieces with musicality.