







# 2021-22 CURRICULUM MAP FOR MUSIC





## YEAR 8

<p>TERM 1: Cartoon Music - Composition</p> <p>Pupils will learn;</p>		<p>Music for Animation: The Golden Years – Extended Reading</p>
<p><b>How is music used in cartoons?</b></p> <ul style="list-style-type: none"> <li>- The use of music to create sound effects</li> <li>- The use of music to create emotion</li> <li>- The use of music to create tension</li> <li>- The use of music to represent a place/ character or thing</li> </ul>		<p>How does the composer for Tom and Jerry use ‘Mickey Mousing’ and elements of music to supports the characters and actions within the cartoon?</p> <p>Critical Review of final Trampoline Trouble final composition</p>
<p><b>DRSMITH in Cartoons</b></p> <ul style="list-style-type: none"> <li>- Dynamics – How are dynamics used?</li> <li>- Rhythm – How is the rhythm affected by the action or character?</li> <li>- Structure – How is the music made up to fit the structure of the clip?</li> <li>- Melody/Motif – Leitmotifs – creating a melody to represent a place/ action or character</li> <li>- Instrumentation – how instruments are used in cartoons?</li> <li>- Texture/ Tonality – Major or Minor?</li> <li>- Harmony – Use of Chords?</li> </ul>		<p>Group Discussions</p> <p>Listening Activities – Identifying cartoon music features within Tom and Jerry</p> <p>Treatment of theme tunes in cartoons – Pink Panther</p>
<p><b>Analysis of Tom and Jerry Episode</b></p> <ul style="list-style-type: none"> <li>- Pupils will identify how elements of DRSMITH are used in Tom and Jerry?</li> <li>- How are sound effects used?</li> </ul> <p><b>What is Mickey Mousing?</b></p> <ul style="list-style-type: none"> <li>- Pupils will be required to understand the process of ‘Mickey Mousing’ – The music reacting to what is happening on the screen.</li> <li>- Implementing ‘Mickey Mousing’ into a short clip on Garageband.</li> </ul> <p><b>What is a Sequence?</b></p> <p>Pupils will learn the three rules of a sequence</p> <ul style="list-style-type: none"> <li>- Minimum of 2 segments and no more than 4</li> <li>- Sequence must move in one direction</li> <li>- The intervals between Segments must be equal</li> </ul> <p><b>Applying Knowledge to Trampoline Trouble</b></p> <p>Pupils will be given a silent cartoon, Trampoline Trouble. Their assessment will require them to use the knowledge learnt about cartoon music and ‘Mickey Mousing’ and implement this into their composition.</p> <p>Their Compositions must include;</p> <ul style="list-style-type: none"> <li>- <b>Theme Tune</b> – Use of Tonality and Key</li> <li>- <b>Accurate Mickey Mousing throughout</b> – Use of different instrumentation/ Rhythms/ Dynamics/ Tonality/ Textures</li> <li>- <b>Must Include a Sequence</b></li> </ul>		<p>. ICT – Use of technology, Garageband and Logic Pro X</p>



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<p>- <b>An Ostinato</b></p> <p><b><u>Critical Analysis of final Trampoline Trouble Composition</u></b></p>		
<p>TERM 2: Music Around the World – Latin Music</p> <p><b><u>Tango and Salsa Music</u></b></p> <p><b><u>Origins and History</u></b></p> <ul style="list-style-type: none"> <li>- Where does Tango originate from?</li> <li>- How did the music develop?</li> <li>- Who developed the music?</li> </ul>		<p>Pupils will read sheet music and information on Tango and Latin music to development their understanding. This will also assist in embedding knowledge of how characteristics are treated and implemented.</p>
<p><b><u>Key Characteristics of Tango and Salsa Music</u></b></p>		<p>Pupils' will write an extended piece of work identifying the differences in features and dance of Tango music and Salsa Music.</p>
<ul style="list-style-type: none"> <li>- <b>Two or Four Beats in a bar</b></li> <li>- <b>Syncopated Ostinato Rhythm</b> – What is an Ostinato? What does syncopated mean? Can the pupils play a syncopated rhythm by clapping or on percussion?</li> <li>- <b>Use of Accented notes</b> – What is an accent (Stress on a note)</li> <li>- <b>Nostalgic lyrics</b></li> <li>- <b>March like Staccato phrases</b> – Short and detached notes/ What is a Phrase?</li> <li>- <b>Sudden dynamic Changes (Volume)</b></li> <li>- <b>Use of Glissandi (Slides)</b></li> <li>- <b>Minor Key</b></li> </ul>		<p>Listening activities to identify features of famous Latin pieces. Pupils will be required to perform either individually or as a group. This will require regular discussions and feedback during the rehearsal and performance process.</p>
<p><b><u>Instrumentation of Tango and Salsa</u></b></p> <ul style="list-style-type: none"> <li>- What is an Orquesta Tipica? – Traditional Tango Ensemble</li> <li>- Bandoneon</li> <li>- Two Violins</li> <li>- Piano</li> <li>- Flute</li> <li>- Double Bass</li> </ul> <p><b><u>Rhythms Of Tango and Salsa</u></b></p> <ul style="list-style-type: none"> <li>- Pupils will be required to learn the two different rhythms associated with Tango</li> <li>- Perform these in small groups with percussion instruments</li> </ul> <p><b><u>The Dance</u></b></p> <p>Pupils must learn the key features of the Tango Dance</p> <p><b><u>Performance</u></b></p> <p>Pupils will be required to perform a short Tango piece which will include the key characteristics of the style.</p>		<p>History – Development of Music in South America. Performing Arts – Performance skills/ Stage presence</p>



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<ul style="list-style-type: none"> <li>- Use of Keyboards</li> <li>- Use of rhythms</li> </ul> <p>Must create a sense of style.</p>		
<p><b>TERM 3: Music Around the World – Reggae</b></p> <p>Pupils will learn:</p> <p><b>Background and History of Reggae Music</b></p> <ul style="list-style-type: none"> <li>- Where does it originate from?</li> <li>- How did it develop?</li> <li>- When did it originate?</li> </ul> <p><b>Key Characteristics of Reggae</b></p> <ul style="list-style-type: none"> <li>- <b>Off Beat Chords</b> – What are they? Can you identify these by listening and in sheet music?</li> <li>- <b>4 beats in a bar</b></li> <li>- <b>Accent on beats 2 and 4</b> – What is an accent? Can you identify an accent through listening and in sheet music?</li> </ul> <p><b>Instrumentation of Reggae Music</b></p> <ul style="list-style-type: none"> <li>- Drums and Percussion</li> <li>- Guitars – Electric and Bass Guitar</li> <li>- Horns – Trumpets/ Saxophones</li> <li>- Keyboards</li> <li>- Voice</li> </ul> <p>How are these instruments used specifically in this style of music?</p> <p><b>Listening Activity</b></p> <p>Pupils will be required to listen to three different reggae pieces and answer questions on the style/ characteristics and instrumentation. This will develop listening skills.</p> <ul style="list-style-type: none"> <li>- Desmond Dekker – You can get it if you really want</li> <li>- Ken Boothe – No Woman No Cry</li> <li>- Maxi Priest – Wild World</li> </ul> <p><b>Practical Band Work</b></p> <p>Pupils will learn how to play the individual parts the piece, ‘3 Little Birds’ Bob Marley.</p> <p><b>How to play the guitar chord</b> – each pupil will learn the 3 chords for 3 little birds</p> <p><b>How to play the Bass notes</b> – Each pupil will learn how to play the 3 Bass notes on the bass guitar</p> <p><b>How to play the Keyboard Riff</b> – Each pupil will learn how to play the keyboard riff</p> <p><b>How to play the Keyboard chords</b> – each pupil will learn</p>	   	<p>Pupils will read sheet music and information on well known Reggae music to development their understanding. This will also assist in embedding knowledge of how characteristics are treated and implemented.</p> <p>Critical Review of rehearsals and final performance of ‘3 Little Birds’.</p> <p>Continued verbal discussions with teacher and groups. Discussing rehearsals and reviews of performances.</p> <p>History – Development of Music in the Carribean</p>



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**How to play the chords correctly on the keyboard** – Correct finger pattern and correct notes

**Lyrics** – All pupils will learn the lyrics to the song  
Pupils will be required to create a performance of 3 little Birds which must include;

- All instruments used
- Must be played in time
- All pupils must know their individual parts

**Critical Review of Performance**

Pupils will be required to write a critical review of their own and group performance of 3 little birds.

This will include:

- How successful was the rehearsal process?
- How successful was their own performance?
- How successful was their group performance?
- Any challenges faced?
- How could they improve both their rehearsal process and final performance if they were to do this again?

**Pupils will be assessed on:**

- Final Performance of '3 little birds'
- Critical Review