















# Music CURRICULUM MAP YEAR 8

<p>HALF TERM 1: Cartoon Music</p> <p>Pupils will learn;</p>		<p><a href="https://setapp.com/how-to/use-garageband-on-mac">https://setapp.com/how-to/use-garageband-on-mac</a></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>Students will be able to analyse how the key features of cartoon music and DRSMITH are used in an episode of 'Tom and Jerry'.</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>Key Words;</p> <ul style="list-style-type: none"> <li>- Dynamics</li> <li>- Rhythm</li> <li>- Melody</li> <li>- Motif</li> <li>- Instrumentation</li> <li>- Texture</li> <li>- Tonality</li> <li>- Harmony</li> <li>- Sequence</li> <li>- Mickey Mousing</li> <li>- Ostinato</li> </ul>
<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>Half Term Test – Quiz on cartoon key features and DRSMITH</b></p> <p><b>Homework</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- Revise the features of music used in cartoons</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- Revise the meanings of the features of DRSMITH</li> <li>- What is a Leitmotif</li> <li>- Revise what Mickey Mousing is in Cartoon Music</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- Revise for end of unit quiz</li> </ul>		<p>Link to ICT – Use of apple macs and software</p> <p>Developing IT skills and composition skills.</p> <p>Careers in Composing</p>





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<p>HALF TERM 2: Cartoon Music 2</p> <p><b><u>Applying Knowledge to Trampoline Trouble</u></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> <li>- <b>An Ostinato</b></li> </ul> <p><b><u>Assessment – Composition Task</u></b></p> <p>Students will be assessed on their composition of cartoon music to a silent cartoon. They will be assessed on the use of key features of cartoon music, DRSMITH features used and accuracy of mickey mousing</p> <p><b><u>Critical Analysis of their cartoon music</u></b></p> <p>Students will be required to compare and contrast their cartoon music to that of 'Tom and Jerry'</p>		<p><a href="https://setapp.com/how-to/use-garageband-on-mac">https://setapp.com/how-to/use-garageband-on-mac</a></p>
		<p>Students will compare and contrast the features of cartoon music they used in their composition, to that of the features used in 'Tom and Jerry'</p>
		<p>Key Words;</p> <ul style="list-style-type: none"> <li>- Dynamics</li> <li>- Rhythm</li> <li>- Melody</li> <li>- Motif</li> <li>- Instrumentation</li> <li>- Texture</li> <li>- Tonality</li> <li>- Harmony</li> <li>- Sequence</li> <li>- Mickey Mousing</li> <li>- Ostinato</li> </ul>
		<p>Link to ICT – Use of apple macs and software</p> <p>Developing IT skills and composition skills.</p> <p>Careers in Composing</p>
<p>HALF TERM 3: Latin Music – Tango</p> <p><b><u>Tango 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><b><u>Key Characteristics of Tango Music</u></b></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><b><u>Instrumentation of Tango</u></b></p>		<p><a href="#">What is Tango? - Levine Music</a> <a href="#">Argentine Tango Music Structure – Ultimate Tango School of Dance</a></p>
		<p>Key Question</p> <p>Students will listen to a piece of Tango. They will answer 'Analyse the use of key features and instrumentation of Tango in the piece?'</p>
		<p>Key Words</p> <ul style="list-style-type: none"> <li>- Syncopated</li> <li>- Accents</li> <li>- Nostalgic</li> <li>- Staccato</li> <li>- Dynamics</li> <li>- Glissandi</li> <li>- Orquesta Tipica</li> <li>- Bandoneon</li> </ul>
		<p>History – History of the style/ How it developed Geography – Background of South America</p>





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<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</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>Key Question</u></b></p> <p>Students will listen to a piece of Tango Music – ‘Analyse the use of key features and instrumentation of Tango in the piece?’</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><b><u>Assessment</u></b></p> <p>Students will receive a mark for their performance and complete a quiz on the key features and instrumentation of Tango music</p> <p><b><u>Homework;</u></b></p> <p>Lesson 1;</p> <ul style="list-style-type: none"> <li>- Revise the origins and history of the Tango</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>- Revise the key features and instrumentation of the Tango</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>- Revise for end of unit quiz</li> </ul>		
<p><b>HALF TERM 4: Latin Music - Salsa</b></p> <p><b><u>Origins and History</u></b></p> <ul style="list-style-type: none"> <li>- Where does Salsa originate from?</li> <li>- How did the music develop?</li> <li>- Who developed the music?</li> </ul> <p>Fusion Styles of Cuban SON and American Big Band;</p>	<div style="text-align: center;">  </div> <hr/> <div style="text-align: center;">  </div>	<p><a href="#">Latin American music - World music - National 5 Music Revision - BBC Bitesize</a></p> <p>Students will be able to compare and contrast the key characteristics and instrumentation of two Latin musical styles, Tango and Salsa music</p>











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<p><b>Traditional Son Characteristics:</b></p> <ul style="list-style-type: none"> <li>- Repeated clave rhythm 3-2</li> <li>- Syncopated percussion rhythms creating cross-rhythms (someone performing in '3' and someone performing in '2')</li> <li>- Call and response (one person plays a melody/rhythm, a group/other person responds)</li> <li>- Mainly primary chords 1, 4, 5 (e.g. if C is 1, F is 4 and G is 5)</li> <li>- Percussion instruments</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>- Cuban Son</li> <li>- American Big band</li> <li>- Syncopated</li> <li>- Call and response</li> <li>- Imitation</li> <li>- Clave Rhythm</li> <li>- Coro</li> </ul>
<p><b>Big Band/Jazz Characteristics</b></p> <ul style="list-style-type: none"> <li>- Syncopation (off beat rhythms)</li> <li>- Jazz chords: added 7ths and 9ths</li> <li>- Riffs (popular music word for 'melodies' or 'rhythms')</li> <li>- Imitation</li> <li>- Comping/vamping (repeating)</li> <li>- Brass instruments</li> <li>- Double bass</li> </ul> <p><b>Key Characteristics of Salsa Music</b></p> <ul style="list-style-type: none"> <li>- An energetic and lively, Latin American dance from Cuba - Salsa means 'hot and spicy'</li> <li>- Lyrics in Spanish – uses lyrics of love and everyday life</li> <li>- 8 beat dance rhythm: 1 2 3 _ 5 6 7 _</li> <li>- Partner dance</li> <li>- Clave rhythm 3 - 2 or 2 – 3 - (usually played by claves) which provide the rhythmic foundation</li> <li>- Call and response</li> <li>- Time signature of 4/4</li> <li>- Melodic and rhythmic syncopation</li> <li>- Simple harmony based on repeated chord patterns, often in the minor key</li> <li>- Call and response vocals. The leader sings a line (the call) and is answered by a chorus (the response)</li> <li>- Has structure of simple melodies followed by coro (improvised sections)</li> </ul> <p><b>Key Question</b> – 'compare and contrast the key characteristics and instrumentation of two Latin musical styles, Tango and Salsa music'</p> <p><b>Composition Task – Assessment</b> Students are to compose a 16-bar piece of music in the style of Salsa Music</p> <p><b>End of Unit Quiz</b> – Key features and instrumentation</p> <p><b>Homework;</b> Lesson 1;  <ul style="list-style-type: none"> <li>- Revise the origins and history of Salsa</li> </ul> Lesson 2  <ul style="list-style-type: none"> <li>- Revise the key features and instrumentation of the Salsa</li> </ul> Lesson 3  <ul style="list-style-type: none"> <li>- Revise for end of unit quiz</li> </ul> </p>		<p><b>History</b> – History of the style/ How it developed <b>Geography</b> – Background of South America</p> <p>Development of analysis and composition skills</p> <p>Broadens students range of music</p>



# Music CURRICULUM MAP YEAR 8

<p><b>HALF TERM 5: Guitar Skills</b></p> <p>Pupils will Learn;</p> <p><b>Basics of Playing a guitar</b></p> <ul style="list-style-type: none"> <li>- The body</li> <li>- The neck</li> <li>- The fretboard</li> <li>- The strings</li> <li>- Use of fingers on the fretboard</li> <li>- Strumming</li> <li>- Plucking</li> </ul> <p><b>How to read Guitar Tablature</b></p> <ul style="list-style-type: none"> <li>- How to read individual pitches on a guitar stave</li> <li>- Numbers representing frets</li> <li>- Lines representing Strings</li> <li>- Reading Melodies from guitar tabs</li> </ul> <p><b>Performing Melodies from guitar Tablature</b></p> <p>Students will learn to play the theme tune to 'Pirates of the Caribbean' on the guitar using Guitar Tabs.</p> <p>Students will be assessed on accuracy of pitch, rhythm, transition of notes and overall performance</p>		<p><a href="#">How to Read Guitar Tabs   Simplifying Theory</a></p>
		<p>Students will perform the Theme Tune to 'Pirates of the Caribbean'</p>
		<p>Key Words</p> <ul style="list-style-type: none"> <li>- Fretboard</li> <li>- Strumming</li> <li>- Plucking</li> <li>- Chord Diagrams</li> <li>- Guitar Tabs</li> </ul>
		<p>Performing Arts – Performance Skills</p>
<p><b>HALF TERM 6: Reggae Band Work</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>Practical Band Work</b></p>		<p><a href="#">The Ultimate Guide to Performing on Stage (schoolofrock.com)</a></p> <p>BBC Bitesize - Reggae</p>
		<p>Students will learn and develop a performance within a band leading to a final assessed performance</p>
		<p>Key Words</p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Tempo</li> <li>- Timing</li> <li>- Vocals</li> <li>- Chords</li> <li>- Melody</li> <li>- Motifs</li> <li>- Off-Beat chords</li> <li>- Accents</li> <li>- Syncopation</li> </ul>
		<p>Performing Arts – Performing skills</p> <p>Students will develop confidence through performing to others</p> <p>Links to careers in music and performing arts and provides skills linked to public speaking</p>



# Music CURRICULUM MAP

## YEAR 8

Pupils will learn how to play the individual parts the piece, '3 Little Birds' Bob Marley.

**How to play the guitar chord** – each pupil will learn the 3 chords for 3 little birds

**How to play the Bass notes** – Each pupil will learn how to play the 3 Bass notes on the bass guitar

**How to play the Keyboard Riff** – Each pupil will learn how to play the keyboard riff

**How to play the Keyboard chords** – each pupil will learn

**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