

MUSIC – Y8

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 4 FEB - APRIL	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S) Syncopate	Objective: Introduction to syncopation through rhythm tasks and class performance of Two Three	Objective: Exploration of note length and dotted notes using standard notation. Recap of Two Three, including performances in parts.	Objective: Recap of dotted notes and syncopation. Performance of Two Three as a class in 3 parts. Rehearsal of additional pieces	Objective: Pupils to develop their own arrangements of one of the pieces in pairs.	Objective: Continued development of arrangements. Pupils introduced to assessment criteria and mock assessment.	Objective: Further rehearsal and final assessment
Knowledge & Skills development	<ul style="list-style-type: none"> Students develop a basic understanding of syncopation and are able to aurally recognise it Students develop notation reading skills from previous units Students develop skills of performing in an ensemble, both in pairs and part of a whole class Students develop their appraising skills looking at the conventions and features of a particular style of music 					
Assessment / Feedback Opportunities	Formative teacher assessment – class performance	Formative teacher assessment – class performance	Formative teacher assessment – class performance	Formative teacher assessment – Individual performance	Formative teacher and peer assessment - verbal	Formative teacher assessment – Individual performance
Cultural Capital	<ul style="list-style-type: none"> Students continue to develop their notation reading skills allowing them to access a wider range of musical material Students are exposed to examples of music that are not within their normal listening experience 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students perform in groups as part of a whole class, requiring team work Students work in pairs to develop a two part musical arrangement and performance, requiring resilience and teamwork Students have to both perform and respond to other students performances, so need to do so in a respectful manner 					
Reading opportunities	<ul style="list-style-type: none"> Dan Fox – <i>The Rhythm Bible</i> Eric Taylor – <i>The AB Guide to Music Theory</i> Eric Taylor – <i>First Steps in Music Theory</i> 					
Key Vocabulary	Syncopation Treble Clef Dotted Notes Texture Structure Arrangement Notation Ensemble Time signature Dynamics					
Digital Literacy	Extension activity – input composition using Sibelius (notation software) on macs Firefly resources					
Cross-curricular links						
Careers	Performer – Where is Reggae used in pop music today How could I use syncopation when I am creating my own music?					