

MUSIC – Y8

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 6 JUN - JULY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S) Samba	Objective: Introduction to stylistic features of Samba, including conventions of call and response and learning the samba introduction	Objective: Recap samba introduction as whole class. Add in call and response section once samba groove is solid. Explore adding breaks	Objective: Pupils work in smaller groups to create their own samba groove using syncopated patterns (modelled by teacher first)	Objective: Pupils continue to develop their own ideas, possibly adding dynamics	Objective: Refine and improve pupil's performance piece. Introduction to assessment criteria	Objective: Further rehearsal and final assessment
Knowledge & Skills development	<ul style="list-style-type: none"> Students develop their understanding of syncopation in an un-tuned percussion context Students develop their awareness of rhythmic notation and an understanding of how to construct a syncopated rhythm 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 – small groups	Formative teacher assessment – small groups	Formative teacher and peer assessment – verbal	Formative teacher assessment – Small groups
Cultural Capital	<ul style="list-style-type: none"> Students develop their understanding of different types of music and cultures 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 Structure Ensemble Dynamics Surdo A-go-go Tamborim Call and response Samba introduction					
Digital Literacy	Extension activity – input composition using Sibelius (notation software) on macs Firefly resources					
Cross-curricular links	RE – An awareness of different cultural and religious beliefs, and the role that music can play in these					
Careers	Performer – Where is Samba used in pop music today How could I use syncopation when I am creating my own music?					