


**Performing Arts Department – Year 8 Music**

 <b>Shirley High Curriculum Map</b>	<i>Year 8 the novice musician / singer: students will continue to learn a breadth of musical genres whilst they continue to imbed their previous knowledge and gain in confidence through their practical endeavors. Music &amp; media will give them an understanding of how music is used in different mediums such as adverts &amp; in games. Songwriting &amp; production will explore the different parts that make up a finished song. Cover versions will allow the students to explore their own creativity and interpret songs into a genre. African music explores the traditional and encourages learners to apply their own creative skills in group work. Urban music develops students' knowledge of this genre and allows them to create their own beats and raps to a beat.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	<b>The Beauty of the Baroque</b>	<b>The Beauty of the Baroque (Part 2)</b>	<b>Horror Music</b>	<b>EDM Remixing</b>	<b>Reggaeton</b>	<b>Using Technology Musically: Film Music</b>
<b>Why Now?</b>	To introduce pupils to the Baroque period, exploring how melodies, harmony and texture developed. This builds on prior knowledge of notation and melody, preparing them to perform and compose within a contrapuntal texture.	To build on understanding of Baroque textures and harmony by exploring basso continuo, ground bass, and structure. Pupils deepen their compositional independence and develop skills in arranging music within stylistic frameworks.	To enable learners to deepen their understanding of how atmosphere is created and sustained in music. This unit builds on Year 7 work on mood and texture and prepares learners for more complex genre-based composition, including film and game music.	To enable learners to develop music technology skills through remixing and production. This unit builds on prior knowledge of structure, texture and atmosphere and allows learners to apply these ideas within a contemporary genre, preparing them for more advanced digital composition and production work.	To develop students' understanding of genre-specific rhythm and music production through reggaeton. This builds directly on prior learning from EDM, reinforcing DAW skills, beat recognition and layering, and prepares learners for more advanced composition and genre-based work.	To introduce pupils to the role of music in film and media, developing their understanding of how sound enhances narrative, character, and emotion. This builds on prior knowledge of technology in music and prepares them for more advanced composition using digital tools.
<b>Fundamental Concepts</b>	Features of the Baroque period  D major scale and simple melodies from <i>Pachelbel's Canon in D</i>  Counter melodies and canon  Ornamentation and decorated melody	Basso continuo and ground bass  Relationship between chords, bass lines, and melodies  Binary, ternary and rondo forms  Use of DAWs to arrange contrapuntal textures	Mood and atmosphere  Texture and layering  Harmony and dissonance  Dynamics and expressive control  Structure and development over time	Structure in popular music  Layering and texture  Rhythm and pulse  Tempo and synchronisation  Timbre and sound selection  Technology as a compositional tool	To develop composition skills. To develop knowledge of rhythm and groove.  To develop understanding of:  Syncopation and rhythmic patterns (dembow rhythm) Layering in music production Structure in popular music Timbre and sound selection DAW skills (recording, looping, quantising, editing)	Features of diegetic and non-diegetic sound Mickey-mousing and early film scoring Sound effects and foley techniques Underscore and mood-setting through instrumental sonority Use of DAWs for creating sound to picture
<b>Students will...</b>	Identify features of Baroque music through listening  Perform opening melodies from <i>Canon in D</i> on keyboard or voice  Explore how melodies fit together through counterpoint  Compose and perform counter melodies  Decorate and vary a given melody using Baroque techniques	Perform and compose ground bass patterns  Explore how bass lines and chords underpin melody  Compose bass lines and chord progressions in a Baroque style  Use Baroque ornamentation and phrasing in their own work  Arrange melodies into contrasting structures (binary, ternary, rondo)  Input and arrange Baroque textures in a DAW	Analyse how music creates atmosphere and affects the listener  Use texture, layering and timbre to shape mood  Apply harmony, including major, minor and dissonance, to create tension and release  Develop and structure atmospheric compositions with control  Refine musical ideas using dynamics, articulation and tempo  Perform and evaluate their work using accurate musical terminology	Understand the key features of EDM music  Use GarageBand confidently to remix an existing track  Manipulate loops, tempo and structure to create a coherent remix  Develop rhythmic accuracy and stylistic awareness  Refine musical ideas through editing and balance  Evaluate their own work using appropriate musical and technical vocabulary	Identify features of reggaeton music  Understand and recreate the dembow rhythm  Use GarageBand to build a drum groove  Layer additional parts including percussion and bass  Develop a structured piece using loops and sections  Explore timbre through sound selection  Maintain accurate timing using the grid and quantise  Add variation to develop musical ideas Refine and evaluate their work	Identify and analyse examples of film music techniques Create sound effects and short sequences to match screen action  Explore foley recording techniques and digital sound creation  Compose and perform short "mickey-mousing" sequences for cartoons or film clips  Begin to compose an underscore using sonority and instrumentation to reflect setting and mood
<b>Language for Life (Key terms/Vocabulary)</b>	Canon, counterpoint, counter melody, D major scale, ornamentation, trill, passing note, sequence, phrase, texture, Baroque	Basso continuo, ground bass, chords, harmonic progression, binary, ternary, rondo, texture, arrangement, polyphonic	Atmosphere, mood, texture, layering, harmony, major, minor, dissonance, consonance, dynamics, crescendo, diminuendo, tension, release, tempo, timbre, articulation, legato, staccato, structure, development, evaluation	EDM, remix, loop, track, tempo, BPM, structure, texture, layering, timbre, rhythm, pulse, beat, arrangement, automation, balance, mixing, evaluation	Reggaeton, dembow, groove, syncopation, rhythm, pulse, tempo, structure Kick, snare, hi-hat, percussion Loop, layer, DAW, quantise Timbre, acoustic, synthesised, variation	Diegetic, non-diegetic, mickey-mousing, foley, sound effects, underscore, timing, synchronisation, DAW, sonority
<b>Extended writing Opportunities</b>	Compositional notes explaining choices in counter melody or ornamentation	Compositional commentary explaining choices of structure and texture	Listening and analysis tasks explaining how atmosphere is created and maintained Evaluation of compositional choices and their impact on the listener	Listening and analysis of EDM tracks Written evaluation of remix choices and production decisions	Listening tasks identifying features of reggaeton music Written responses explaining how a groove is constructed Evaluation of final composition using WWW / EBI	Written commentary on how sound/music changes the meaning of a scene Reflection on creative decisions when designing sound effects or underscoring
<b>Maths Across the Curriculum</b>	Time signatures, note values, sequences and patterns, counting beats, intervals within scales	Patterns in chord progressions, harmonic sequences, subdivisions of beats, compound and simple time signatures	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / musical maths	Time signatures and note values Syncopation and off-beat rhythms Tempo (BPM) Looping and structuring patterns Rhythmic accuracy using DAW grids	Timings and synchronisation, tempo markings and beats per minute, rhythmic subdivisions for matching action
<b>Links to careers/aspirations</b>	Performer, accompanist, composer, conductor, music teacher	Composer, arranger, session musician, music producer, conductor, keyboardist/organist	Composer, film composer, game music composer, sound designer, performer, music producer	Music producer, DJ, sound engineer, composer, music technologist, media composer	Music producer DJ Sound engineer Composer Performer	Film composer, sound designer, foley artist, music producer, audio engineer, game composer
<b>Cultural Capital</b>	Exposure to Western Classical repertoire and cultural heritage  Exploration of how Baroque music shaped later genres  Listening to live or recorded performances of Baroque ensembles	Understanding the historical and cultural context of Baroque music in Europe  Introduction to instruments of the period (harpsichord, strings, basso continuo)  Recognising the influence of Baroque music in film, advertising and popular culture	Students explore a range of atmospheric music from different genres and contexts, including film, television and game music. Learners are encouraged to engage with unfamiliar styles and to respect differing musical responses and interpretations.	Students explore contemporary electronic music that is widely heard in popular culture. Learners are encouraged to engage critically with modern production techniques and to understand how technology shapes musical style and audience experience.	Students explore reggaeton as a global genre originating from Latin America and the Caribbean. Learners develop an understanding of how cultural influences shape musical styles and how technology is used in modern music production. Students are encouraged to explore music from different cultures and develop respect for a range of musical traditions.	Exploring the work of influential composers such as Max Steiner, Bernard Herrmann and John Williams Understanding the cultural impact of film scores across genres and eras Considering how sound shapes audience experience in global cinema
<b>Practical Application of Skills</b>	Performing Pachelbel's melodies and counter melodies to the class; composing short counter melodies and performing in small groups	Performing ground bass lines and chords; arranging Baroque melodies in groups; using DAWs to create contrapuntal arrangements	Composing, rehearsing and performing an atmospheric piece Refining musical ideas to maintain mood and structure	Performing group arrangement of Seven nation army to whole class	Creating a reggaeton groove using GarageBand Layering and developing a track	Creating sound effects for a film scene Composing a short underscore Performing timing exercises to sync with visual action

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