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| Music Year 8 | Curriculum Intent: The UCC KS3 Music curriculum strives to provide our students with a wide variety of topics and skills from popular and traditional genres. We seek to create students who will develop and maintain a lifelong love of music and who can appreciate the huge importance it has in all of our lives. In the Autumn term students are encouraged to explore the theme of Computer Gaming music, playing and composing melodies with accompaniments and understanding compositional devices. In the Spring term students are to explore keyboard and guitar Riffs and Hooks, following simple musical scores using chords, melodies, canon techniques and bass lines and incorporating the use of Music ICT. In the Summer term we study music from Film (screen) and Theatre (stage). | | | | | | | | |
| | Term 1 | | | Term 2 | | | Term 3 | | |
| Main Topic | Computer Gaming music | | | Riffs & Hooks in Pop and Rock music | | | Music from Film and Theatre | | |
| Knowledge | <ul style="list-style-type: none"> Ability to play basic and simple parts (melody or bass line) from a range of gaming music scores Be able to describe leitmotif and sound effects (SFX) | | | <ul style="list-style-type: none"> Ability to recognise and play full fingered chords in root position Be able to follow a simple score To know the term riff | | | <ul style="list-style-type: none"> To recognise instrumental and vocal stylistic features from film and theatre genre To recognise how music can have a huge impact on how the audience perceives meaning | | |
| Understanding | <ul style="list-style-type: none"> To understand various ways in which music is used within a range of computer and video games from different times. To recognise the importance of sound effects and how these are used as cues to enhance gameplay within a computer or video game. To describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. | | | <ul style="list-style-type: none"> To understand what a riff is and be able to play one or more To understand how a chord is constructed (triad chords) To be able to combine two or more parts in an ensemble To be able to add the rhythm accompaniment for your chosen riff (online drum machine) | | | <ul style="list-style-type: none"> To be able to sing and play music from film or theatre genre To be able to demonstrate: <ul style="list-style-type: none"> how technology works together with performance – adopting safe and good working practice how drama, movement (often dance) song, and dialogue come together to communicate a story | | |
| Interleaved Skills M = Main S = Supporting | Performing M | Composing S | Listening & Appraising S | Performing M | Composing S | Listening & Appraising S | Composing S | Listening & Appraising S | Performing M |
| Assessment | <ul style="list-style-type: none"> To be able to perform live and record melody, chord and basslines Ability to use notation Music ICT –StudioOne4 | | | <ul style="list-style-type: none"> To be able to perform live and record chosen riff/s Ability to use notation Music ICT – StudioOne4 | | | <ul style="list-style-type: none"> Aural Perception Performance | | |