

Landau Learner Curriculum Overview

Subject: Music

Director of Learning: NGH

Year: 8

Curriculum organisation				
Students are taught in mixed ability for the equivalent of two single lessons per fortnight. Topics are termly and students are taught about a wide range of historical and contemporary musical features including, musicians, musical movements and cultural influences. Skills spiralled throughout projects. Where possible projects follow a chronology from one to the next, allowing us to go into greater depth with contextual connections.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Music & Space	Term 2: Blues	Term 3: Film Music	Term 4: Reggae	Term 5: The Final Project
Formal elements: Ostinato, Crescendo, Diminuendo Practice: Performing and composing a musical piece based on a planet. Contextual Sources: Gustav Holst, John Williams and Danny Elfman.	Formal elements: 12 Bar Blues, Blues Scale, Improvisation. Practice: Performing a 12 bar blues rhythmic pattern with an improvisation performance attached. Contextual Sources: Robert Johnson, BB King, Eric Clapton & John Lee Hooker.	Formal elements: Theme, Drone, Instrumentation and Accelerando. Practice: Composing an original theme for a character or setting. Contextual Sources: John Williams, John Carpenter, Hans Zimmer, Aaron Zigman.	Formal elements: Offbeat, Staccato, Rastafarianism Practice: Students learn to perform in the style of Reggae music focusing on the offbeat rhythm. Contextual Source: Bob Marley & The Wailers, Toots and the Maytals.	Formal elements: Context, genre, Chords, Scales, Rhythms, Pulse, Practice: students choose between music technology composition or their own composition using a musical instrument to create a section of a song. Contextual Sources: Adele, John Williams, Calvin Harris,
Prior Learning: builds on KS3 curriculum from year 7 developing deeper musical understanding on musical concepts. National Curriculum: Develop the technical ability to identify the use of musical elements. Curriculum Intent: influences and the wider context relating to the work of contextual sources.	Prior Learning: Term 1: Composition, Rhythm, Performance and Context. National Curriculum: Improvise new musical ideas of chord sequences or over a groove within a chosen key or keys. Curriculum Intent: use a variety of both historical and contemporary influences.	Prior Learning: Understanding of rhythm, pulse, structure and major/minor scales. National Curriculum: Experiment with the use of sound and silence as well as anticipated and unexpected musical moments. Curriculum Intent: students are empowered to develop work which is highly skilled and reflective of popular musical trends.	Prior Learning: Understanding rhythm, pulse, structure and major/minor scales. National Curriculum: Experiment with the use of sound and silence as well as anticipated and unexpected musical moments. Curriculum Intent: students are empowered to develop work which is highly skilled and reflective of popular musical trends.	Prior Learning: Understanding of the previous musical elements explored in terms 1-4. National Curriculum: Broaden skills at sight-reading, transposition, composing, improvisation or harmonisation. Curriculum Intent: students have regular opportunities to practice what they know, constantly building and deepening their knowledge and skills.
Equipment needed for sessions:		What can you do to support your child?		
Pencil, ruler, rubber, sharpener, Ball point pen.		Encourage your child to listen and watch the world of music around them. Take your child to concerts to hear how a live band/artist sounds first hand. Encourage your child to practice their musicianship skills.		
How will learning be assessed and progress measured?		Extension and enrichment activities:		
Composition & Performance.		Music Clubs, Band and School Shows.		