

## Fairfield High School Curriculum Overview – Year 8

Subject	Music	<b>Why do we study these units in Year 8?</b>
Lessons per fortnight	2	In Year 8 pupils build upon the foundation of instrumental and ensemble skills they have acquired during Year 7. There is a focus in Year 8 on Global Citizenship with pupils exploring music such as traditional African drumming in Term 1, Reggae during Term 3 (which links to RE teaching Rastafarianism creating a strong cross-curricular link for the students), also Blues (including history of the slave trade) and Folk Music of the British Isles. Pupils then end the year exploring Indian classical and Chinese traditional music culminating in the ‘Festival of Light’ where pupils write a piece of programmatic music to accompany a story they write about a dragon weaving together and exploring traditional with modern-day China.
Setting	Mixed in TG	

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

Pupils explore music from a range of cultures and times / locations including starting with African drumming, then Reggae, Blues, Folk Music of the British Isles, Classical Indian and traditional Chinese music. These topics include class discussion about the history and cultural contexts of each topic, including the civil war in Jamaica, imperial colonialism, traditional African village life and communities, cultural traditions, the slave trade and Chinese traditions including Taoism and Buddhism. Pupils also explore Indian classical music and its place in traditional culture.

**We ensure all students experience high challenge in the subject by including...**

Every task in every topic has three levels of challenge – pupils are offered HPs for evidencing a higher level of challenge. Pupils are invited to join school musical ensembles such as Choir, Orchestra and Jazz Band. Pupils are regularly given leadership opportunities within ensembles and class activities.

**Literacy work this year includes...**

Every topic has associated key vocabulary (on each project folder) that pupils learn and implement during class discussions and flipped learning tasks where pupils have to research them and complete keyword quizzes. Music literacy mats are displayed in classroom and practice rooms to enable and prompt pupils to internalise key vocabulary.

**Innovation and Creativity opportunities this year include...**

As well as exploring many different musical traditions from a range of different cultures, students are encouraged to think creatively and originally in producing their own songs and responding to composition stimuli similar to the GCSE requirements. Pupils are also frequently encouraged to improvise lyrics and melodies within defined musical structures thus exploring their ability to create within the moment.

**Employability opportunities/skills covered this year are...**

Students learn about a range of different musical styles creating good foundations to inspire and prepare them for further study. They are also invited to join our musical ensembles which develop key skills necessary for going on to further study. We arrange workshops with visiting professionals.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Music of Africa	To understand the importance of cultural diversity – pupils learn about traditional African communities and learn about traditional African drumming and singing.	Ensemble drumming, call and response, improvisation, musical structure and form, dynamics, leadership, rhythm and pulse.	End of topic performance / project folders (AFL)

2	Dance Music (EDM)	To develop keyboard skills and pupils use Music ICT with a focus on EDM structure – pupils learn to perform hooks, basslines and riffs and compose their own EDM piece.	8 beat cycles, hooks, chords and keyboard skills, composing using electronic timbres and music ICT.	End of topic performance / project folders (AfL)
3	Reggae music	To learn about the life and significance of Bob Marley – Pupils learn Bob Marley songs and features of Reggae and then compose a song (focus on ‘protest / political’ lyrics with a message).	Syncopation, structure and form, composition, singing and ensemble skills.	End of topic performance / project folders (AfL)
4	Blues Music	To develop an understanding of the history and tradition of Blues Music with links to Bristol’s history and involvement in the slave trade. Pupils learn about swing rhythm, 12 bar blues and compose and perform their own Blues songs. <b>(Global Learning / History cross-curricular links)</b>	Swing rhythm, double stopping, improvisation, 12 bar blues, composition, lyric writing, and ensemble performance.	End of topic performance / project folders (AfL)
5	Folk Music of the British Isles	Pupils learn about the Folk Music of the British Isles – pupils learn about the importance of the folk tradition and storytelling / transmitting important cultural information through the oral tradition. Pupils perform folk music pieces from Scottish, Welsh, Irish and English cannon.	Lullabies, singing, creating chords and melodies from a scale, triple metre, keyboard work, ensemble playing.	End of topic performance / project folders (AfL)

6	World Music	To learn about music of China and India – Pupils write a piece of traditional pentatonic Chinese Music about an Elemental Dragon to perform as part of the ‘Festival of Light’.	Pentatonic scale, Drone, word setting, programme music, storytelling, improvisation, creating melodies, dynamics and articulation.	End of topic performance / project folders (AfL)
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