

Term	Learning content/skills	Assessment Schedule*	Home Learning Support (How students can extend learning in addition to homework)
<b>Autumn 1</b>	<p><b><u>Remixes</u></b>  Performance and composition  Purpose/application of ‘remixing’  Types of remixes  Manipulation of musical elements to create a remix  Keyboard skills  Performance (fluency, accuracy etc)</p>	<p>Knowledge (MADTSHIRT) test</p> <p>One formally assessed piece of performance classwork</p>	<p>These are tasks you can take up at any time of the year:</p> <p><b>Actively</b> listen to music from home cd collections, online sites (Youtube, Spotify, Soundcloud etc.) What instrumentation can you hear? Can you hear what other types of music has influenced this? How does this relate to the music we are covering in lesson? What genre-specific features can you hear being played?</p> <p>Start to play an instrument – get lessons, then bring that instrument to your classroom music lessons- this will really boost your sight-reading/compositional skills</p> <p>Get involved – join a band / club and focus on improving your musicianship and meeting new people.</p> <p>Go to a concert! Seeing music being played live is the best way to experience a specific genre(s), gain some first-hand contextual knowledge and inspiration.</p> <p>Listen to the radio – there are genre-specific shows on various radio stations (e.g. folk show radio 2 on Wednesdays, or Metal Sundays on Radio 1). There are also some great podcasts that you can listen to online.</p>

			Come into the Drama and Music Department and learn how to use different instruments, as well as musical software on the computers
<b>Autumn 2</b>	<p><b><u>Hooks &amp; Riffs</u></b>  Composition  What makes music 'catchy'? (short, simple, repetitive)  Rhythm/timing  Bass lines  Chords  Melodies  Keyboard skills</p>	<p>Knowledge (MADTSHIRT) test</p> <p>Lesson by lesson creation</p> <p>One formal composition assessment</p>	
<b>Spring 1</b>	<p><b><u>Music from other cultures</u></b>  Historical context of culture that accompanies different Caribbean music genres  Range of specific rhythms: Clave, off-beat, Polyrhythms, cross-rhythms, syncopation  Ensemble/individual performances of a selection of Caribbean genres to play as part of a portfolio</p>	<p>Knowledge (MADTSHIRT) test</p> <p>Portfolio of formally assessed performances (choice of two covered pieces)</p>	•
<b>Spring 2</b>	<p><b><u>Minimalism</u></b>  Composition and performance  Context and history of minimalism  Motifs, cyclic patterns, repetition and texture  Glockenspiel/Xylophone and keyboard skills  Ensemble skills (the pupils form groups of 4-5 for the assessment project)</p>	<p>Knowledge (MADTSHIRT) test</p> <p>Lesson by lesson creation</p> <p>One formal composition assessment</p>	•
<b>Summer 1</b>	<p><b><u>Baggy Trousers</u></b>  Performance  Lyrics writing  Chords, melody, bass line,  Song structure</p>	<p>One formally assessed piece of performance classwork</p>	•

<b>Summer 2</b>	<u><b>Hip-Hop Shakespeare</b></u> Composition and performance Context and musical characteristics of HipHop music Lyric writing (rhyme and metre) Bass lines, chords, melody, Song structure Cross curricular: Story of 'The Tempest' adapted to rap lyrics	Lesson by lesson creation  One formal composition assessment	<ul style="list-style-type: none"> <li>•</li> </ul>
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## MUSIC YEAR PLANNER (LTP) – YEAR 8 KS3