YEAR 8 ANNUAL PLAN 2024-2025

YEARLY OVERVIEW – 'DEVELOP'

In Year 8, students focus on developing their skills which they explored in Year 7. Students are given the opportunity to develop their whole class ensemble skills building on Year 7 knowledge with pop band instruments which develops into taking responsibility for smaller band rehearsals in a practice space. Students are introduced to TAB for guitar, bass and ukulele giving them the tools and skills to take their music making outside of school, researching their own songs and chords. Composing remains structured, introducing students to basic tonality and harmony concepts which is developed further in Year 9. Students are also given time to progress their individual keyboard skills again, reading harder notation and improving their technical abilities to develop expression. Students have dedicated time on music technology, using a Digital Audio Workstation (DAW) to further improve and build on skills explored in Year 7 with a focus on remixing. Appraising and listening activities are utilised in every lesson as a Do Now activity aligning with 'The John Kyrle Way'. This allows pupils to see real-life professional music making connected to their learning and explore musical meaning and purpose.

KEY: NUM – Numeracy   LIT- Literacy   BRIT/VAL- British Values   SMSC- Spiritual, Moral, Social and Cultural

SMSC	Exploring the purpose of music in different cultures and methods of notation. Students will respond to a variety of stimuli to compose and explore sound. Promotion of debate, argument, analysis and opinion. Understanding the contextual history behind blues and rock 'n' roll music and its impact on popular music and culture.
NUM	Numeracy through understanding notation and rhythm.

TERM	PROJECT OVERVIEW	SKILLS & TECHNIQUES	ASSESSMENT	PERFORMERS & COMPOSERS
1	**POPULAR MUSIC – BLUES & ROCK'N'ROLL** Students begin with recapping the keyboard layout and basic notation before applying this to chords and triads. The contextual history of blues is discussed and how this has impacted the development of popular music. Students learn the 12-bar blues chord sequence and walking bass pattern on keyboards, before moving on to the blues scale and using this for improvisation. Continuing the popular music theme, students then explore the development into Rock 'n' Roll, looking at technological advances and changes in the culture that impacted this genre. Key artists are used for appraising, identifying instruments and connections to the blues roots. Students then spend time developing their individual keyboard skills with an opportunity for whole class singing through learning 'Earth Angel' from Back to The Future. Students begin to explore the 4-chord trick through performance developing from the 12-bar blues. Appropriate technique and reading notation (treble and bass clef) is revisited from Year 7 and embedded in Year 8.	Singing & Scat singing Keyboard finger technique Treble and Bass Clef Practice and Performance skills Reading and feeling rhythm through notation – crotchets/quavers/minims/rests/syncopation Improvisation Appraising using key terminology (embedding from Year 7 in a different context)	**Appraising assessment on blues and rock 'n' roll music, appraising using the elements and contextual understanding.** **Assessment of keyboard performance level.** Formative teacher and peer feedback throughout practical activities. Self-reflection throughout.	Bessie Smith The Penguins Marvin Berry & The Starlighters John Clayton Louis Armstrong Axis of Awesome

2	**THEME AND VARIATION** Students begin with appraising Pachelbel's Canon, exploring a basso continuo and associated instruments. Theme and variation structure is introduced, with students spending time playing the basso continuo and variations on the keyboard using notation. This develops into students exploring TAB with bass, guitar and ukulele. Students are given time to form small bands and head into rehearsal spaces with keys, bass, guitar, ukulele and drums to practice and prepare a performance of Pachelbel's Canon. Once embedded students are asked to compose a variation(s) to follow their performance after appraising an example of a variation of Pachelbel's Canon using key terminology. Students then apply this understanding to music technology. Using their understanding of using DAW (Digital Audio Workstation) software, students are asked to sequence and record in the different variations of Pachelbel's Canon, layering these and incorporating loops in a genre of their choosing. Example remixes are appraised, recapping popular music knowledge and key terminology.	Practice and Performance skills Reading and feeling rhythm through notation – crotchets/quavers/minims Treble and Bass Clef Appraising using key terminology (embedding from Year 7 in a different context) Reading and using TAB on guitar, bass and ukulele Music technology – handling and remixing using loops, samples and MIDI data	**Performance assessment of Theme and Variations piece (progress recordings taken over several lessons).** Formative teacher and peer feedback throughout practical activities. Self-reflection throughout.	Pachelbel Maroon 5 Tiesto George Winston
3.1	**HEROES AND VILLAINS** Students begin with appraising, exploring the meaning of a leitmotif and describing well known leitmotifs from popular film soundtracks. Students spend time playing short snippets of music before exploring major and minor harmony and using this to design their own leitmotifs for their own designed hero and villain. Students use their DAW (Digital Audio Workstation) skills from Year 7 and Year 8, sequencing in their ideas utilising major and minor harmony before layering suitable loops and sound effects on the top.	Music technology – handling and remixing using loops, samples and MIDI data Reading rhythm through notation – crotchets/quavers/minims Reading pitch notation – Treble Clef Appraising using key terminology (embedding from Year 7 in a different context)	**Assessment of leitmotif composing on BandLab** and individual progress self-reflection. Formative teacher and peer feedback throughout practical activities. Self-reflection throughout.	Soundtracks: Wonder Woman The Incredibles The Joker Voldermort (Harry Potter) Tinkerbell Darth Vader (Star Wars) Mussorgsky

3.2	**MUSICAL FUTURES – BLINDING LIGHTS** Students begin with revisiting major/minor harmony and triads including reading and understanding TAB for guitar, bass and ukulele. Drum grid notation is introduced, and students are given time to practice developing fluency transitioning through 4 chords on the instrument of their choosing. Students perform as a whole class initially using these instruments and revisiting basic rhythm notation, counting and ensemble skills. Students then have the opportunity to form small bands and practice as a group in a rehearsal space with the aim of becoming fluent as a band transitioning through 4 chords. Students then perform again as a whole class with the 'Blinding Lights' backing track demonstrating progress from their rehearsal and practice time. NOTE: Blinding Lights is the current song choice, this may change dependent on resource availability.	Practice and Performance skills Reading and feeling rhythm through notation – crotchets/quavers/minims Reading notation – treble and bass clef Appraising using key terminology (embedding from Year 7 in a different context) Reading and using TAB on guitar, bass and ukulele	Whole class formative verbal feedback. Formative teacher and peer feedback throughout practical activities. Self-reflection throughout.	The Weeknd

The curriculum at JKHS works as a spiral, skills from Year 7 are revisited in Year 8 and Year 9 through different modalities. Due to resource availability and to give students the best possible experience, the termly units above may be taught in a different order to allow all groups to use the best equipment. Knowledge expectations and teaching is adapted dependent on what has been studied previously.