The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Music
Year Group	Year 8
Intent	**Successful and resilient learners:** Learners will engage in a number of styles and genres which all pose their own individual challenges and will need determination and commitment to complete the work with success. **Confident individuals:** Learners will demonstrate a number of different approached to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evaluation and with introduction to Music Technology.

	Responsible citizens: Students will understand the impact that their studied music has had on society and culture, and understand the impact this has had on their own learning and their responsibility to the music world and industry.					
Narrative	***How are they going to be different when they finish the year?*** Learners will have developed a deeper understanding of notations and now Harmony. Performances will be more difficult and require further practice. A wider variety of different cultural styles will be covered and the specific attributes of each of these - in particular improvisation – culminating in students creating their own song with accompaniment, tying in all the knowledge from KS3 lessons. ***How does this link to what they have done before?*** Learners will develop a deeper understanding of notation and music theory as they will move onto harmony and the creation of Major/Minor chords. Layering of sound and the composition of music that has more than one layer will feature prominently and the introduction Music Technology for composition will feature in a number of topics. This will lead to more iun-depth theory including learning about Primary (and secondary) Chords and their importance. ***How does this set them up for the years to come?*** All of these key skills are based on the key skills needed for GCSE and A-Level work – these are the foundations being laid down in KS3. Every feature listed below will be covered again in Y9 and Y10 of GCSE.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Sing Your Heart Out	Computer Music – BandLab	Music and Media	Chords Inc. primary chords	Four Chord Trick in Action (singing with primary chord Accomp)	Music and Media – Ads and Composition
Key skills	EXTENDING SINGING SKILLS from Year 7 to perform more complicated music as well as performing with more stylistic interpretation of the	Existing composition skills will be explored and developed further in light of how to use these skill using SEQUENCING SOFTWARE and how to create a	EXTENDING MUSIC READING AND PERFORMANCE - using standard notation and the introduction of MAJOR and MINOR tonality and the creation or MAJOR	CHORD KNOWLEDGE is developed as students move from the single-line melody from Y7 to 3 note chords (triads) in Y8. Using the MAJOR SCALE	BUILDING ON SINGING AND CHORD skills from two previous topics but putting this together to allow learners to perform a section/full song which uses	COMPOSITION of music using a given DIGITAL STIMULUS (Film/TV Clip). using COMPUTER SOFTWARE BandLab to create music with layers

	chosen piece of music. Learners will look at DIFFERERENT TYPES OF VOICES and where their own voice sits within the parameters of SATB. This will lead to a piece of music being performed in SAB, SSA, or SA – which ever if most appropriate for the class.	DRUM TRACK and a melodic motif using VIRTUAL INSTRUMENTS. Focussing on both how to create these digital lines as well as how to ensure they fit/work together – following the pulse set by the drum track.	AND MINOR SCALES and how then music is based on these scales to give it it's TONALITY. Film Music or Singing Film Song. LISTENING and ANALYSIS and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence. .	knowledge learners will develop an understanding of PRIMARY CHORDS I, IV, V and the importance of these in music. PERFORMANCE of these chords will be integral and a performance of a extract of the piece which uses PRIMARY CHORDS and possible melody will feature as assessment.	Primary Chords (and possibly Chord VI if needed and would be introduced) and where they learn to vocal line/lines if parts and can accompany themselves with their chords.	but also APPROPRIATE FOR THE STYLE AND GENRE of the media with an understanding of Major and Minor tonality and chords. LISTENING and ANALYSIS and music using the MUSICAL ELEMENTS- timbre, pitch, texture, dynamics, tempo, melody, rhythm, structure, silence. FOCUS ON TRIADS (major and minor– learners will learn how to create triads and use these to form a CHORD SEQUENCE in their composition
Cultural capital and careers	Career aspects will be covered looking particularly at vocal careers – soloist or choir/ensemble performance,	Career aspect will be covered as looking at working in a Studio and producing music and how this job	Career aspects covered in a variety of ways to do with media and music production, such as working in a	Career aspects will be covered in terms of how songs in the charts use Primary Chords and how this is the basis of most	Careers focus will be spent on looking at working as a freelance musician (working for yourself) and	Exploring technology in composition and how this makes the composing process different to

	including how to release music and what is meant by a “Record Deal” as well as releasing music on Media Platforms (Spotify etc). <u>Careers – Lesson within a lesson during topic</u> Careers within the lesson will look at how to become a successful singer in different scenarios – classical vs pop, solo vs ensemble and how to release your music.	role can be reached. <u>Careers – Lesson within a lesson during topic</u> Careers within the lesson will look at qualifications needed to be a music producer and to work within a music recording Studio.	recording studio, working for a large company to produce music for media, film music, PRS and Copyright. <u>Careers – Lesson within a lesson during topic</u> Careers within lesson to discuss the recording process and related jobs, recording rights and careers in music studio	modern music and then the careers associated with this – such as song writers as well as working in a studio. <u>Careers – Lesson within a lesson during topic</u> Careers within lesson to discuss how to get into song writing/writing music for a variety of means	what that entails in terms of performing and earning money as well as what needs to happen with the money as you are self-employed. <u>Careers – Lesson within a lesson during topic</u> Careers within lesson to look at the sorts of freelance jobs that you could have, but will also look at managing your own finances as you work for yourself.	creating music with live instruments at hand. <u>Careers – Lesson within a lesson during topic</u> discussion on Music technology and the different careers that could lead on from this route (Not just studio) – such as working in theatre or music concerts and controlling live music.
Assessment	PERFORMANCE and EVALUATION of a Class Song in SAB/SSA/SA as appropriate.	COMPOSITION of a digital idea which uses drum track and a Melodic motif (or two) and is coherent. EVALUATION of this will be completed also.	PERFORMANCE and EVALUATION of Film Piece (Major or Minor) OR SONG as well as LISTENING ASSESSMENT.	PERFORMANCE and EVALUATION of extract of piece which uses PRIMARY CHORDS I, IV and V.	PERFORMANCE and EVALUATION of the song/song excerpt where learner accompany their own singing using primary chords.	COMPOSITION of Media Music for the Stimulus and EVALUATION.