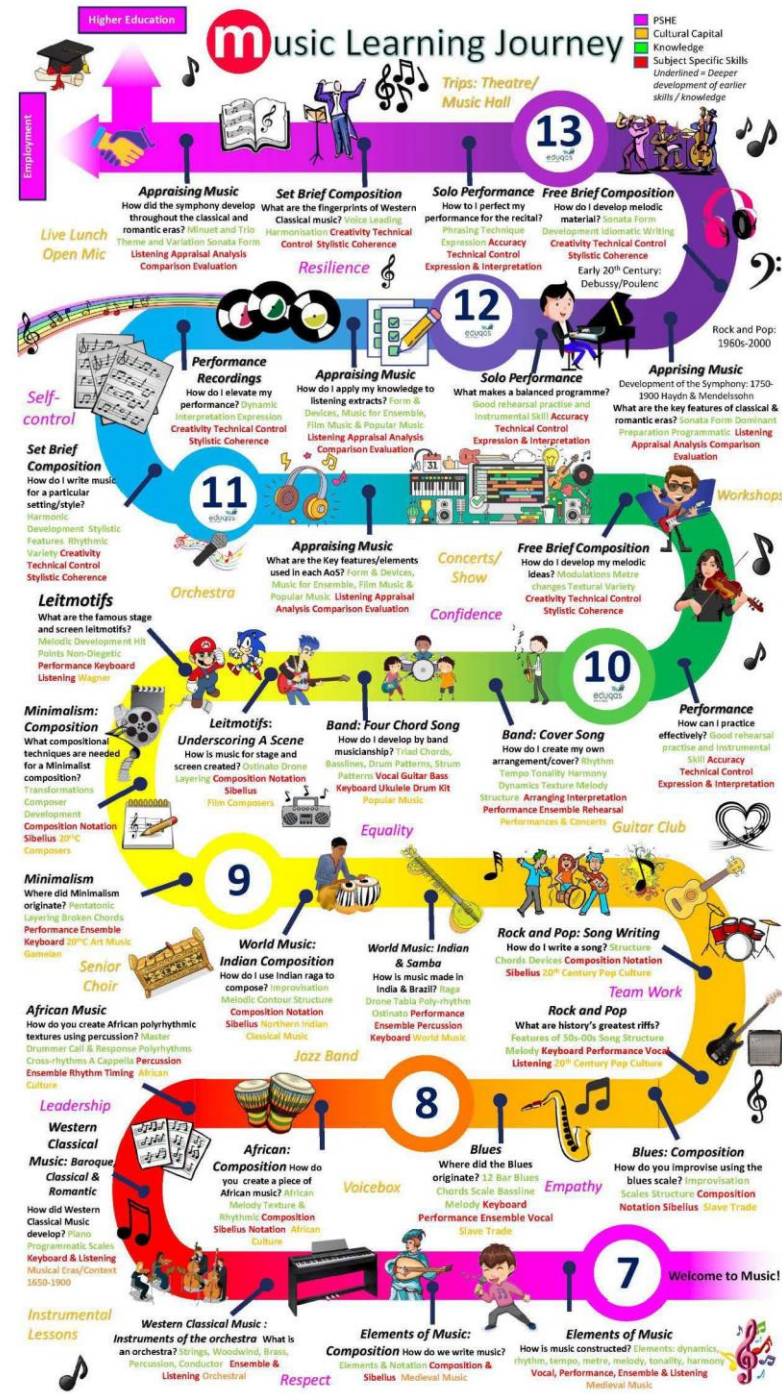


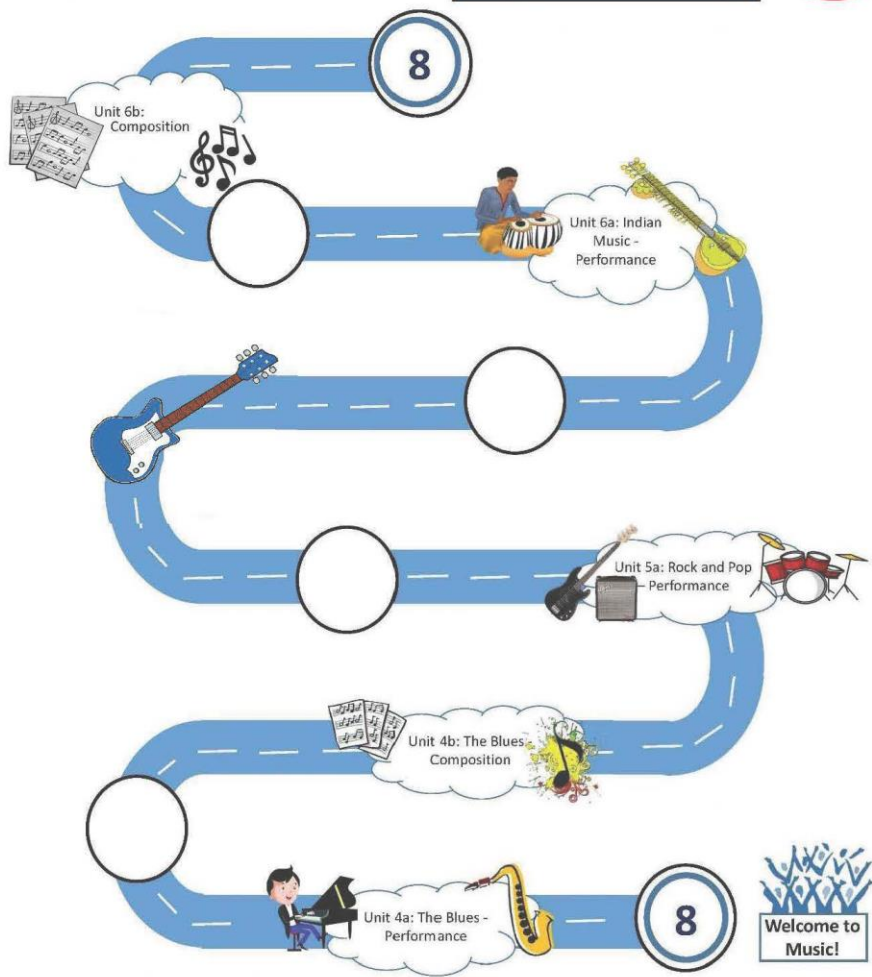
Music – Learning Journey (all years)



Year 8 – Music – Learning Journey

Name: _____
Class: _____
Teacher: _____

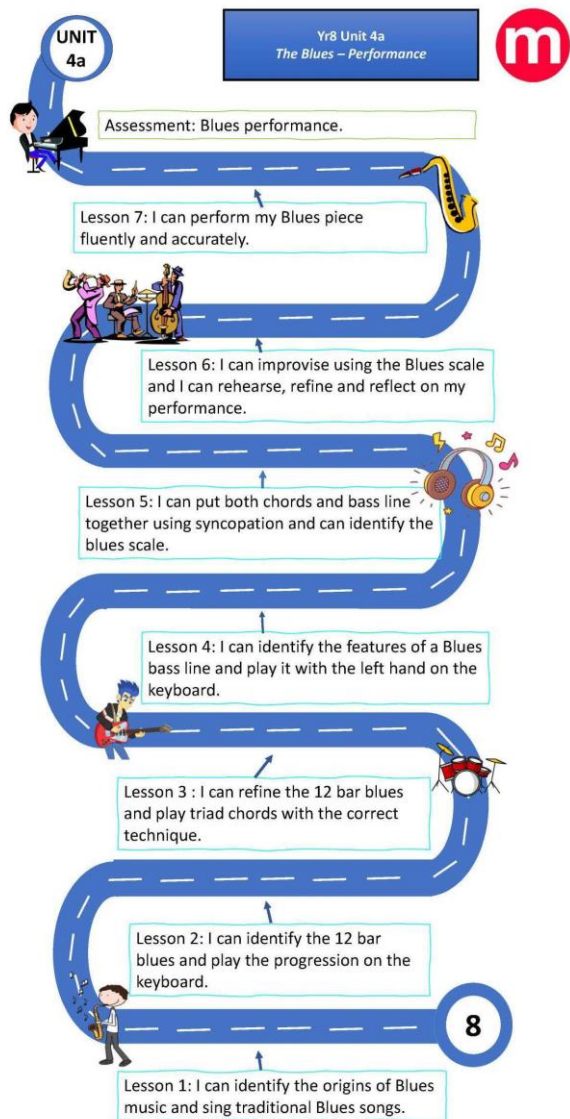
My Year 8 Learning
Journey



Progress Indicators:		
Working Towards - WT (Yellow)	Expected Standard - ES (Green)	Greater Depth - GD (Blue)

*Music
Curriculum
overview – Key
Stage 3*

Key Stage – Music		
Intent	Implementation	Impact
The KS3 Music Curriculum builds students' fundamental musicianship skills through the study of the Elements of Music. The main intent is to develop a love of Music through building performance confidence, analysis of a wide range of genres and contexts, and developing composition skills. This prepares students for GCSE & A-Level.	The KS3 Music Curriculum is delivered through a spiral approach where skills are revisited and extended each year. Students will follow a structured program of one topic per term where they will explore the Elements of Music, solo and ensemble performance tasks, genre-based projects, and guided composition activities. Lessons include interleaving and retrieval practice to reinforce knowledge. Students work individually and collaboratively through ensemble work to develop resilience, creativity and confidence.	Students will have develop key skills of performance, composition and analysis across a wide range of genres and styles. They will be skilled performers on their instrument with ensemble skills, an understanding of cultural capital and music's impact on audiences. They will be able to apply these skills by taking part in ensembles within and beyond school, including orchestra, band, senior choir and school productions. Students will also be able to produce effective compositions using their gained knowledge of the Elements of Music and devices. Pupils will be able to use their skills to explore their creativity and recognise their personal strengths as musicians.
Assessment		
Teachers will use ongoing formative feedback to support understanding through the topics. Teachers will use criteria and formative assessment to check progress against the expected progress statements as outlined on the progress pages. Each unit includes regular opportunities for performance and feedback to support student improvement and skill development. At the end of each unit, students complete a summative performance assessment, which is also supported by teacher feedback to guide future progress and preparation for GCSE.		



SOW 4a: The Blues Performance

This scheme will develop your knowledge of the Blues and it's conventions through performing improvisations on the Blues scale, walking bass and 12 bar blues chord progression. You will learn various keyboard and performance techniques as well as reading notation. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

WT

ES

GD

What do I need to do to progress?

Final Assessment Grade:

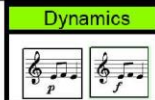
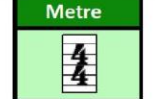
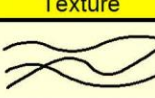
1

Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

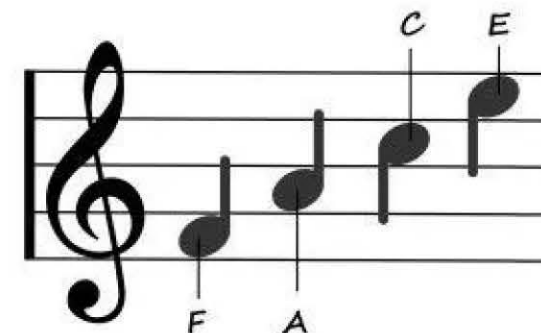
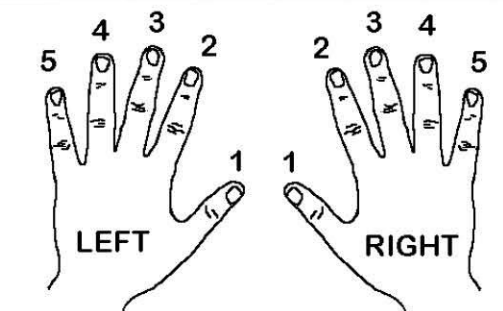
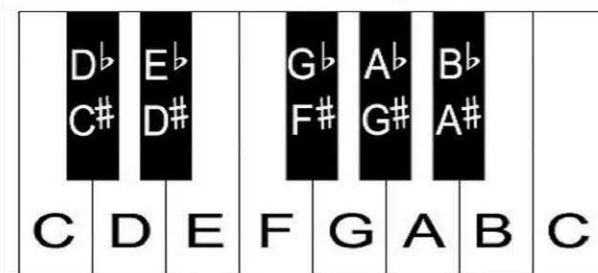
Musical Elements Knowledge Organiser

Key term	Definition	Image	Terminology - Powerful Knowledge
Dynamics	The volume of music (piano – forte)		Pianissimo, Piano, mezzo piano Mezzo forte, forte, fortissimo <i>pp</i> <i>p</i> <i>mf</i> <i>f</i> <i>ff</i> <i>cresc.</i> <i>dim.</i>
Rhythm	Note values & rests (crotchets, quavers)		Semibreve = 4 beats Minim = 2 beats Crotchet = 1 beat Quaver = 1/2 beat Semiquaver = 1/4 beat
Metre	Beats in a bar (4/4 – 6/8)		Simple Time: Duplet Time (2/4), Triple Time (3/4), Quadruple Time (4/4) Compound Time: Duplet Time (6/8), Quadruple Time (12/8)
Tempo	The speed of music (allegro)		Lento (Slowly), Largo (Slow and stately), Adagio (Leisurely), Andante (At a walking pace), Allegro (Fast), Vivace (Lively)
Tonality	The key & scales of a piece (C minor, blues)		Major, minor, blues, pentatonic D major scale (treble clef) D E F# G A B C# D
Structure	Organisation of musical material (intro, chorus)		Ternary ABA, binary AB, Rondo ABACA, Strophic AAA Verse chorus, AABA, 12 bar blues VERSE CHORUS VERSE CHORUS BRIDGE CHORUS A B A B C B
Melody	The main tune/part in a piece		Ascending, descending, conjunct (steps), disjunct (leaps), scalar Twinkle, twinkle, little star, how I wonder what you are!
Instrumentation	Instrument families & instruments		Strings, Brass, Woodwind, Percussion violin, cello, trumpet, French horn, Flute, clarinet, glockenspiel, snare drum
Texture	Instrument layers/ melodies & accompaniments		Monophonic, Homophonic, Polyphonic, Heterophonic
Harmony	Notes that work together (chords)		Chords, primary, secondary, major, minor diatonic, triad, tonic, subdominant, dominant, I – IV – V C: IV V I

KS3: Performance – Knowledge Organiser

Key term	Definition
Fluency	Smooth and flowing playing without hesitation.
Accuracy	Playing the correct notes, rhythms.
Tempo	The appropriate speed.
Expression	Character through dynamics, articulation, and Phrasing.
Technique	Hand position and coordination.
QR Code/link to revision website How to perform music - BBC Bitesize	

Powerful Knowledge



Note Values

	Minim	2
	Crotchet	1
	Quaver	1/2

Questions to Ask Yourself:

- Did I maintain a consistent tempo?
- Were all notes and rhythms accurate?
- What technical challenges did I face?
- What will I focus on in my next practice?
- Did I convey the mood or emotion of the piece?

Top Tips for Performers

- Warm up before every session.
- Set goals for each practice session.
- Perform regularly to build confidence.
- Reflect on feedback and use it to improve.

piano = *p*

forte = *f*

Year 8 – Blues Performance Knowledge Organiser

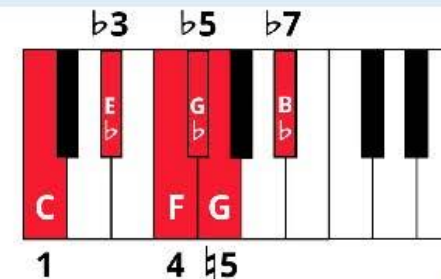
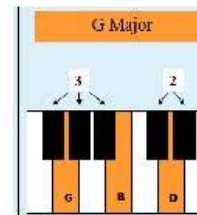
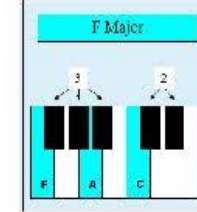
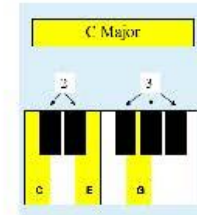
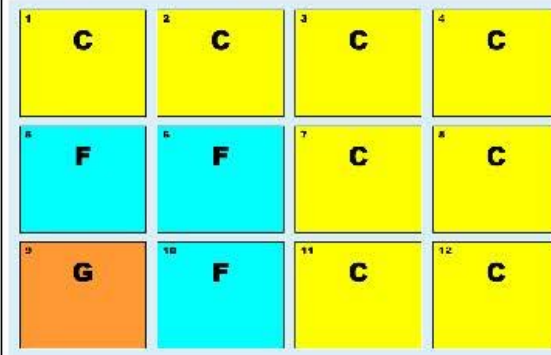
Key term	Definition	Image
12 bar blues	Chord sequence developed in the Blues	
Triad	chord that has 3 notes	
Tonic	Chord 1 (I)	
Sub-dominant	Chord 4 (IV)	
Dominant	Chord 5 (V)	

QR Code/link to revision website

[Musical journeys: Jazz and blues music - BBC Bitesize](#)

Powerful knowledge

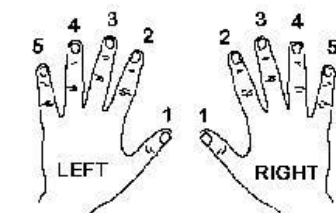
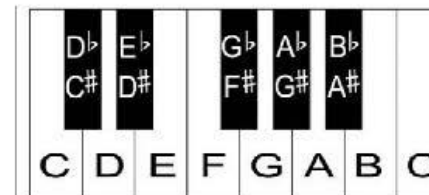
12 bar blues

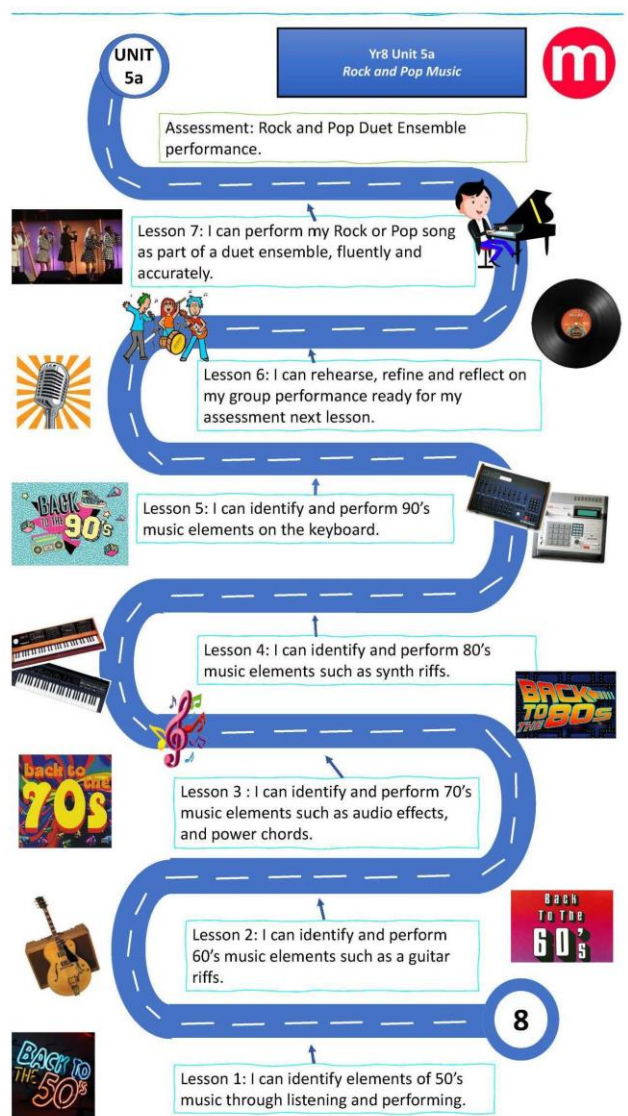


piano = *p*

forte = *f*

Note Values		
	Minim	2
	Crotchet	1
	Quaver	1/2





SOW 5a: Rock and Pop Performance

This scheme will develop your knowledge of the development of Rock and Pop from the 1960s to the 1990s. Each week you will explore key characteristics of each era and create your own version of a key song from the decade. This will develop your keyboard and ensemble skills. Each week you will learn to play a new part on the keyboard and choose one to rehearse and refine for your final performance. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

- 1. I can play fluently
- 2. I can play accurately
- 3. I can play with appropriate tempo
- 4. I can play the accompaniment with my left hand
- 5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

WT	ES
GD	

What do I need to do to progress?

Final Assessment Grade:

Reflection on this Scheme of Work:

What went well and what could you improve?

- 1. Fluency
- 2. Accurately
- 3. Tempo
- 4. Left Hand Accompaniment
- 5. Right Hand Melody
- 6. Technique
- 7. Expression e.g. Dynamics
- 8. Extensions

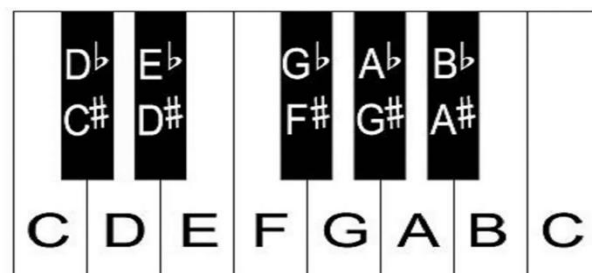
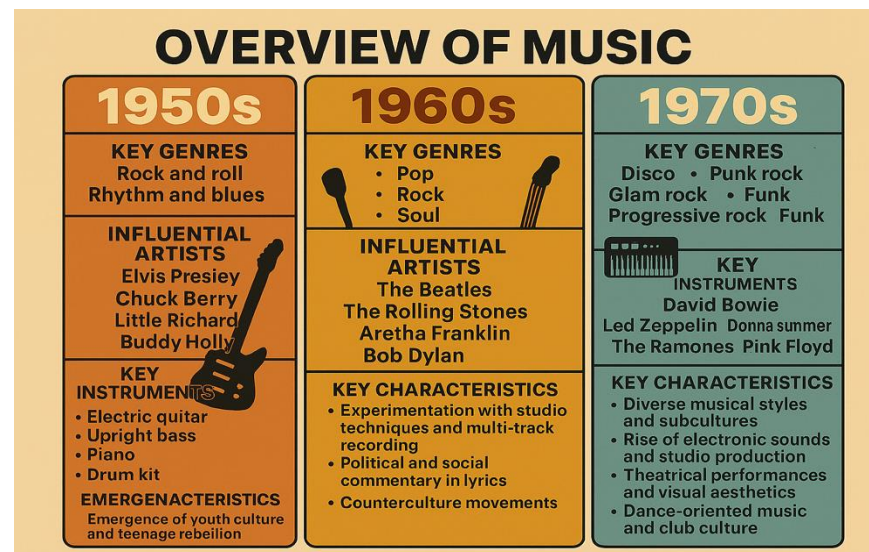
Year 8 Rock and Pop Performance

Key term	Definition
Riff	A repeated pattern.
Hook	The 'catchy' part of the song.
Conjunct	Moving by step.
Homophonic	The layers of melody and chords.
Syllabic	Each syllable has a note/sound of its own.

QR Code/link to revision website

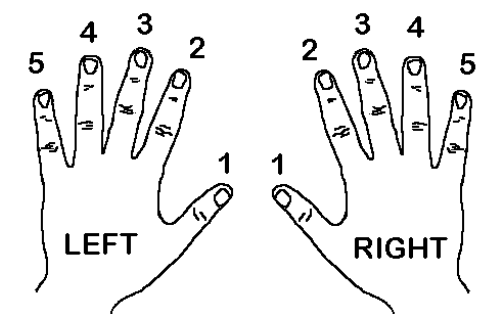
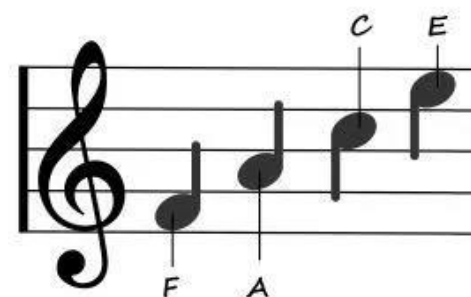
[Rock - Popular music styles - National 5](#)
[Music Revision - BBC Bitesize](#)

Powerful Knowledge



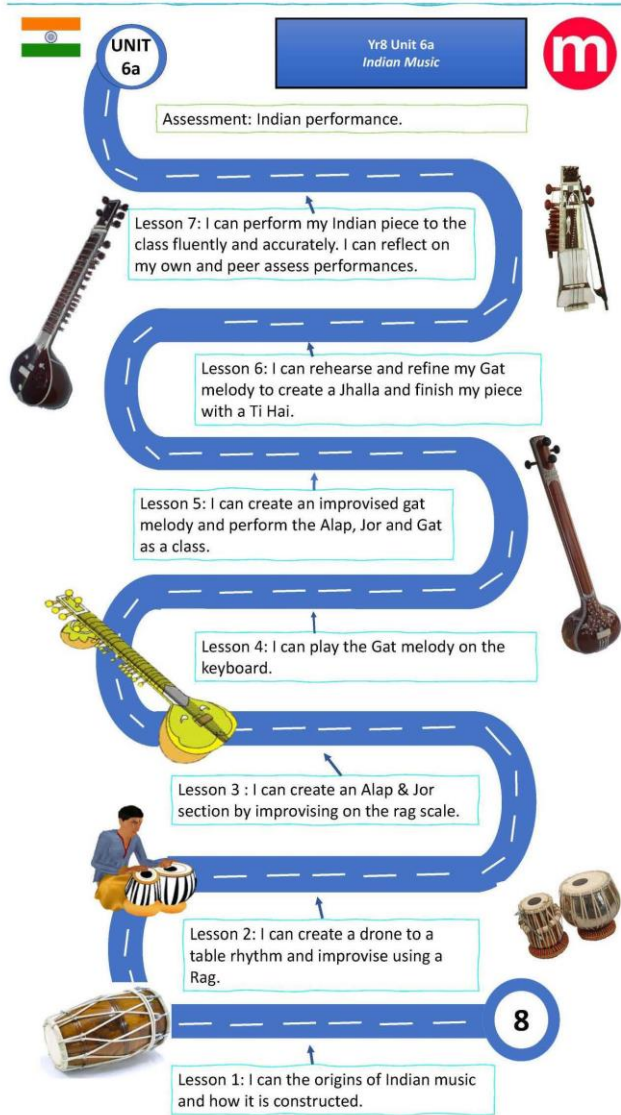
Note Values

	Minim	2
	Crotchet	1
	Quaver	½



piano = *p*

forte = *f*



SOW 6a: Indian Music Performance

This scheme will develop an awareness of the cultural and historical background of Indian Music and explore key features including Raga, Tal, Drone, as well as improvisation and traditional instruments. You will also develop key ensemble/solo performance skills and listening/appraising skills.

Progress Point One:

1. I can play fluently
2. I can play accurately
3. I can play with appropriate tempo
4. I can play the accompaniment with my left hand
5. I can play the melody with my right hand

Greater Depth

- 6. I can use appropriate instrumental technique
- 7. I can use expression e.g. dynamics
- 8. I can use extensions e.g. two hands

The diagram illustrates a patient's progression through different stages of a disease. It shows a vertical sequence of boxes: WT (top), followed by four empty boxes, then GD (bottom). To the right of this sequence, there is a speech bubble that says "What do I need to do to progress?".

Final Assessment Grade:

7

Reflection on this Scheme of Work:

What went well and what could you improve?

1. Fluency
2. Accurately
3. Tempo
4. Left Hand Accompaniment
5. Right Hand Melody
6. Technique
7. Expression e.g. Dynamics
8. Extensions

Year 8 - Indian Performance Knowledge Organiser

Key term	Definition
Raga	The notes of an Indian scale.
Drone	A long continues note in the bass.
Tabla	A pair of Indian drums.
Tanpura	An Indian stringed instrument that plays the drone.
Sitar	An Indian stringed instrument.

QR Code/link to revision website

[Indian music - World music - National 5](#)
[Music Revision - BBC Bitesize](#)

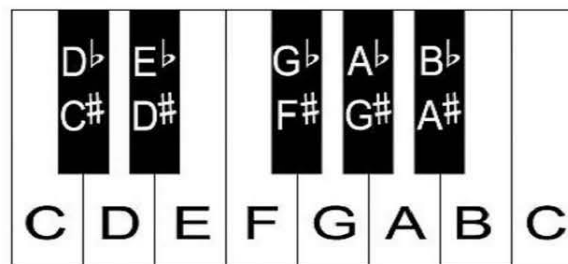
Powerful Knowledge



Raga

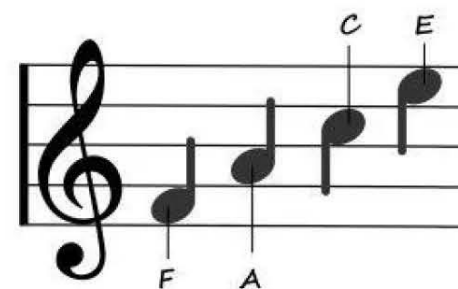


Tabla



Note Values

	Minim	2
	Crotchet	1
	Quaver	1/2



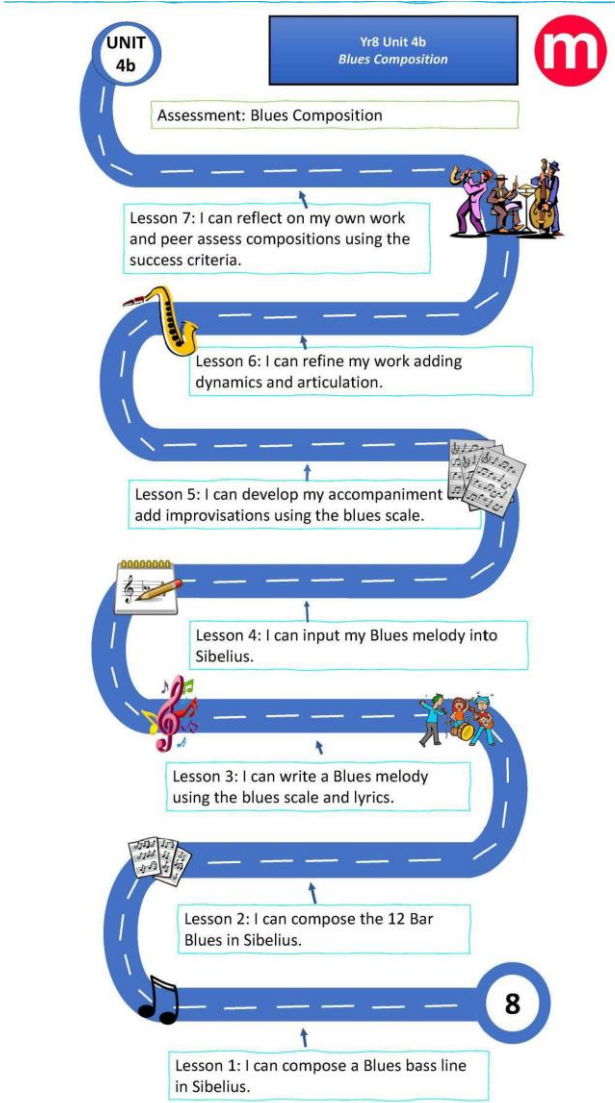
Tanpura



Sitar

piano = *p*

forte = *f*



SOW 4b: Blues Composition

This scheme will develop your composition and notation skills through learning about the Blues. You will learn various compositional techniques using the Blues scale, 12 bar blues, bass riffs and improvisations as well as write to read simple notation.

Progress Point One:

- 1. I can set up a score
- 2. I can input rhythms
- 3. I can input pitches
- 4. I can compose a melody
- 5. I can compose an accompaniment

Greater Depth

- 6. I can input expressive markings such as dynamics
- 7. I can use compositional devices
- 8. I can creatively extend my composition using the elements

WT	ES
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
GD	
☐	
☐	
☐	
What do I need to do to progress?	

Final Assessment Grade:

Reflection on this Scheme of Work:

What went well and what could you improve?

- 1. Fluency
- 2. Accurately
- 3. Tempo
- 4. Left Hand Accompaniment
- 5. Right Hand Melody
- 6. Technique
- 7. Expression e.g. Dynamics
- 8. Extensions

Year 8 – Blues Composition Knowledge Organiser

Key term	Definition	Image
Improvisation	Unprepared melody (made up the spot using a scale)	
Blues scale	6 note scale using flattened 3 rd , 5 th , 7 th	
Flat note	Lower a note by a semitone (one key to the left)	
Bass line	Lowest pitched part of a piece	
Pentatonic	5 note scale	
QR Code/link to revision website Musical journeys: Jazz and blues music - BBC Bitesize		

Powerful knowledge

Note Values

NOTES



Semibreve = 4 beats



Minim = 2 beats



Crotchet = 1 beat

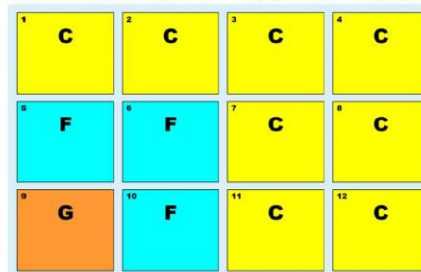


Quaver = 1/2 beat

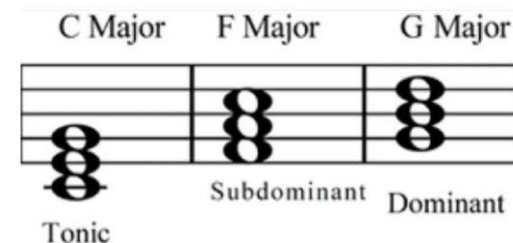


Semiquaver = 1/4 beat

Structure: 12 bar blues



Triad chord



C Blues Scale

Composition Skills

Expected standard

- ☐ I can set up a score
- ☐ I can input rhythms
- ☐ I can input pitches
- ☐ I can compose a melody
- ☐ I can compose an accompaniment

Greater Depth

- ☐ I can input expressive markings such as dynamics
- ☐ I can use compositional devices
- ☐ I can creatively extend my composition using the elements