

KAT Sequence for Learning (Long Term Planning) - Year 8

Weeks	Term	Topic	Knowledge	Skills
				Complex activity: Writing genre:
1	Autumn T1	Can contemporary music also be traditional? (Folk Music)	<ul style="list-style-type: none"> Inter-related dimensions of music - focus on timbre (instruments used in folk music), structures used in folk music and chords and texture Notation - staff, chords Folk song/shanty Background and evolution of folk music History of music: British folk music: Vaughan Williams or other great composers 	Performing Music: <ul style="list-style-type: none"> copy sounds they hear, sing in tune with expression and clear diction perform fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> improvise rhythmic material within a folk song structure make arrangements of folk songs using appropriate notations and inter-related dimensions of music Understanding Music: <ul style="list-style-type: none"> identify instruments used in folk music. use musical language to describe the style, structure etc. and compare musical features Describe the relevance of folk music today Complex activity: recognise inter-related dimensions of music in folk music Writing genre: newspaper article about folk music artists
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6		RETEACH WEEK based on gaps in knowledge		
7	Autumn T2	Why do Musicians practise scales? (Pentatonic Melodies)	<ul style="list-style-type: none"> Inter-related dimensions of music - focus on pitch, melody, scales Notation - staff, score reading pentatonic songs/melodies Chinese Music and instruments History of Music: Western Classical music that uses pentatonic scales 	Performing Music: <ul style="list-style-type: none"> copy sounds they hear, sing in tune with expression and clear diction perform fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> improvise pentatonic melodies within structures learnt in year 7 Compose pentatonic pieces with an awareness of the inter-related dimensions of music Understanding Music: <ul style="list-style-type: none"> Aurally recognise music that is pentatonic use musical language to evaluate pentatonic music describe similarities and differences between Chinese and Western music Complex activity: compose and perform pentatonic pieces Writing genre: N/A
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13	Spring T1	What is the Social Significance of the Blues? (The Blues)	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Primary chords, musical features and instruments in Blues notation and symbols History of music - origin and development of blues 	Performing Music: <ul style="list-style-type: none"> perform fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> improvise melodic material within a 12 bar blues structure make arrangements of blues music using appropriate notations and inter-related dimensions of music Understanding Music: <ul style="list-style-type: none"> identify instruments used in the Blues use musical language to describe the features of the Blues show understanding of the cultural and historical background of blues music Complex Activity: recognise inter-related dimensions of music in the Blues Writing genre: lyrics
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20	Spring T2	How is music used for social protest? (Reggae)	<ul style="list-style-type: none"> Inter-related dimensions of music - focus particularly on instruments, syncopation, off-beat chords and bass riffs notation and symbols background and context of reggae music 	Performing Music: <ul style="list-style-type: none"> copy sounds they hear, sing with expression and clear diction perform fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> improvise rhythmic material within a reggae song structure make arrangements of reggae using appropriate notations and inter-related dimensions of music Understanding Music: <ul style="list-style-type: none"> identify instruments used in reggae use musical language to describe the features of reggae and compare to other genres (such as Blues) show understanding of the cultural background of reggae music Complex Activity: recognise inter-related dimensions of music in Reggae Writing genre: Comparison to Blues
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26		RETEACH WEEK based on gaps in knowledge		
27	Summer T1	What is meant by 'the Arts' (Descriptive Music)	<ul style="list-style-type: none"> Inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure Notation - Musical terms, symbols, Film music, programme music, leitmotif History of music - John Williams, Mussorgsky or other great composers 	Performing Music: <ul style="list-style-type: none"> perform fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> Compose a piece to describe a picture using a structure that was learnt in year 7 compose with an awareness of the inter-related dimensions of music Understanding Music: <ul style="list-style-type: none"> Use musical language to describe and evaluate music Describe and compare musical features in different contexts and styles show understanding of the background and context of music Complex activity: Create a piece of music to describe a picture Writing genre: Describe a picture
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33	Summer T2	What are computer and video games without music? (Computer and Video Game Music)	<ul style="list-style-type: none"> Inter-related dimensions of music - focus on jumping bass lines, staccato articulation, chromatic movement and syncopation notation and symbols how music is used in computer/video games History of music: development of video and computer game music 	Performing Music: <ul style="list-style-type: none"> perform a range of computer and video game sound effects and themes to computer games fluently and accurately using notation with increasing confidence keep own part going in a group performance Composing Music: <ul style="list-style-type: none"> Create a character motif in AABA form using musical features commonly found in computer and video game music. compose/improvise a range of simple computer and video game sound effects use notation with increasing confidence Understanding Music: <ul style="list-style-type: none"> Use musical language to describe how music is used within computer or video games from different times Complex activity: compose a character motif and use the inter-related dimensions of music to change it Writing genre: letter to composer of video game music
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39		RETEACH WEEK based on gaps in knowledge		
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