

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 8	<p><u>Focus Autumn 1: Musical Texture.</u></p> <p>Exploring musical elements: texture</p> <ul style="list-style-type: none"> To understand texture in its basic form by thinking about 'thin' or 'thick' texture. To be able to understand what monophony, homophony and polyphony are within musical. To be able to identify and explain monophonic, homophonic and polyphonic texture. To be able to play 'row, row, row your boat' in the above three textural ways. To be able to sing a selection of polyphonic songs. To use ICT to compose using different musical textures as described above. <p><u>Focus Autumn 2: Timbre</u></p> <ul style="list-style-type: none"> I can use the word 'timbre' within the correct musical context. I can identify instruments in timbral families. I can use ICT to make timbral preferences when rehearsing and composing. I can explain why my timbral choices are the most appropriate. I can compare three or four versions of the same piece but with different timbres. 	<p><u>Focus Spring 1: What was music like in the past?</u></p> <p><u>Ancient Egypt.</u></p> <ul style="list-style-type: none"> How do we know that music existed in ancient times? What would music in the past have been used for; is it the same as today? I can begin to use my aural memory to recall rhythmic patterns. I can understand what a cyclic rhythmical pattern is. I can keep to an agreed tempo with a group of instrumentalists. I can create my own cyclic rhythmic pattern. <p><u>Focus Spring2: What was music like in the past?</u></p> <p><u>Music of the Tudor Court.</u></p> <ul style="list-style-type: none"> Investigating what came before music in the Tudor period: exploring vocal medieval music. What instruments were used in the Tudor period and for what purpose? Exploring and performing Tudor vocal music. Looking at Compositional techniques: Ostinato. Exploring musical structure through Tudor dance. 	<p><u>Focus Summer 1: Exploring music from a different world culture: India.</u></p> <ul style="list-style-type: none"> I can explain why Indian music sounds different: Raga (scale), Drone and Tala. I can name and identify specific Indian instruments and explain the role they play within traditional Classical Indian music. I can use an Indian raga to improvise a melody. I can create my own rhythmic pattern (tala) to compliment my improvised raga. I can perform an individual part with other people. <p><u>Focus Summer 2: Jazz music</u></p> <ul style="list-style-type: none"> I can identify other genres of music that have influenced and helped to create Jazz music. I can name some instruments that are often associated with Jazz music. I can improvise using a given set of notes. I can improvise independently using pitched and non-pitched percussion instruments. I can sing in a Jazz style with my peers. 	<p>To gain confidence in using musical elements to create, compose and improvise.</p> <p>To develop a greater understanding of music in different cultural, geographical and historical contexts.</p> <p>To develop a keener sense of appraisal and edit work accordingly.</p>
				Key Contact Name & Email
Assessment	<ul style="list-style-type: none"> I can explain what musical texture and timbre are and give examples. I can perform music with different textures and understand its structure. 	<ul style="list-style-type: none"> I can use my aural memory to perform. I can keep within a given tempo. I can place music within its historical context. 	<ul style="list-style-type: none"> I can improvise using a prescribed set of notes. I can explain how different instrumental styles have influenced Jazz music. 	<p>Andrina Wright</p> <p>awright@glebe.bromley.sch.uk</p>

