

**Yr 8 Autumn Term**  
**The Rock 'n' Roll years**

**Knowledge and Understanding**

The main focus for this term is:

- The history of Rock 'n' Roll
- Ensemble skills
- Chords I, IV and V
- Structure of popular music

**Transdisciplinary and Generic Skills developed**

Collaboration through ensemble work  
Creativity through performance  
Communication through ensemble and performance work  
Critical thinking through the critique of music making

**Assessment**

Diagnostic theory test  
Summative listening activity (chords I, IV and V, structure and general Rock 'n' Roll listening)  
Formative feedback on how to improve performance work  
Summative assessment on ensemble skills

**Challenge for All**

All performance and creative work is highly differentiated by task. Students bring a wide range of experience and skills to Music lessons so we make sure that each task is accessed at a suitable level for each child.

**Ways in which parents can support their children**

Encourage music making outside the classroom  
Encourage a wide range of listening  
Encourage students to bring their instruments to lessons

**Yr 8 Spring Term**  
**African Music**

**Knowledge and Understanding**

The role of music:

- Music as culture
- Music as politics
- Music as protest

Reinforcing Chords I, IV and V

Structural devices in African Music  
Rhythm and polyrhythm

**Transdisciplinary and Generic Skills developed**

Creativity through the creation of a composition  
Communication through ensemble playing  
Collaboration through ensemble playing and performance  
Critical thinking through analysing the role of music as a cultural and political tool

**Assessment**

Summative assessment of a group ensemble composition  
Formative assessment of a listening activity and performance of the piece Babethandaza

**Challenge for All**

All performance and creative work is highly differentiated by task. Students bring a wide range of experience and skills to Music lessons so we make sure that each task is accessed at a suitable level for each child.

**Ways in which parents can support their children**

Encourage music making outside the classroom  
Encourage a wide range of listening  
Encourage students to bring their instruments to lessons

**Yr 8 ..... Summer Term  
Impressionism**

**Knowledge and Understanding**

Bullet points that list what you expect students to be able to understand, know and do by the end of the Autumn Term

Soundscapes  
Whole-tone scale  
Improvisation  
Extended listening  
Collaboration between art and music

**Transdisciplinary and Generic Skills developed**

Just wait a bit for this - or you can just mention which C in general. - and add a little more detail of how.

Creativity through improvisation  
Collaboration through group work  
Communication through the understanding and implementation of the whole-tone scale  
Capacity to learn

**Assessment**

What kinds of assessment tasks will be set during the term and roughly when the outcomes will be made available to parents.

Formative assessment of improvisation and responses to listening activity and creative process

Summative assessment of improvisation using whole-tone scale

Summative assessment of end of unit listening activity and end of year theory test

**Challenge for All**

Explain the ways in which differentiation is assured.

All performance and creative work is highly differentiated by task.

**Ways in which parents can support their children**

Encourage music making outside the classroom

Encourage a wide range of listening

Encourage students to bring their instruments to lessons