# Year 8 Music in Year Progression Plan

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
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<td>Students will understand the key musical characteristics of a range of Latin American music genres. Students will develop an understanding of how rhythm is used for dance music, and be able to identify a range of percussion instruments. Students will further deepen their understanding of song structure and how to make a piece of music interesting. This will be achieved through performance and composition tasks.</td>
<td>Students will understand the key musical characteristics of Reggae music and Reggaeton Music. Students will develop an understanding of how Western Popular music genres have influenced these genres. Students will be introduced to the protest song and understand how music is used to convey political messages. Students will develop their understanding of performance through rehearsing, refining and performing.</td>
<td>Students will deepen their understanding of vocal music and harmony, through the study of South African music. Students will also further their understanding of rhythm and learn the rhythmic devices used in West African drumming. Students will understand how genres of African popular music has been influenced by popular western music styles. Students will continue to develop their understanding of the role a performer through individual and group performance tasks.</td>
<td>Students will understand the key musical characteristics of Afrobeats. Students will deepen their understanding of the influence of Western Music on African music, looking at modern popular music genres. Students will continue to develop their understanding of the role a performer through individual and paired performance tasks.</td>
<td>Students will deepen their understanding of melody and accompaniment through the study of traditional Asian music. Students will develop their understanding of music how music is used to create effect, through the study of Chinese Opera music. Students will understand how Western Classical music has influenced Chinese Opera. Students will deepen their understanding of melodic devices through practical keyboard tasks. Students will continue to develop their understanding of the role a performer through individual and paired performance tasks.</td>
<td>Students will understand the key characteristics of Japanese and Korean popular music, and understand how this has been influenced by Western popular music genres. Students will understand how Indian Classical music developed into Bhangra, and the influence of western dance music genres on Bhangra. Students will continue to develop their understanding of the role a performer through individual and paired performance tasks.</td>
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**Knowledge**

<table>
<thead>
<tr>
<th>Unit Title: South America Traditions</th>
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<th>Unit Title: African Traditions</th>
<th>Unit Title: Modern Africa Traditions</th>
<th>Unit Title: Asian Traditions</th>
<th>Unit Title: Modern Asia Traditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Overview:</strong></td>
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<td>- Samba – key artists and songs</td>
<td>- Reggae Music – Bob Marley; Rastafarianism; Off-beat chords; Protest songs - Reggaeton – Key artists; Music Fusion; Electronic drums</td>
<td>- South African Vocal Music - West African Drumming - Afrobeat - Melody; Harmony; SATB; Call &amp; response; Vocalisations - Syncopation; Cross rhythms; - Music Fusion (Jazz, Funk)</td>
<td>- Afrobeats famous artists and songs - Electronic drums; synthesisers; - Music Fusion (Hip-Hop, Reggae, Dancehall)</td>
<td>- Chinese, Korean &amp; Japanese Traditional Music - Chinese Opera - Indonesian Gamelan Music - Pentatonic Scale; Cyclic Pattern; Metallophones; heterophony</td>
<td>- Bhangra famous artists and songs - J-Pop &amp; K-Pop famous artists and songs - Chaal Rhythm; Music in film; boy/girl bands;</td>
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</tbody>
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- Call & Response; Cross Rhythms
- Latin percussion instruments; Clave Rhythm; Syncopation; Call and Response; Cross Rhythms
- South African Vocal Music
- West African Drumming
- Afrobeat
- Melody; Harmony; SATB; Call & response; Vocalisations
- Syncopation; Cross rhythms;
- Music Fusion (Jazz, Funk)
- Electronic drums; synthesisers;
- Music Fusion (Hip-Hop, Reggae, Dancehall)
- Chinese, Korean & Japanese Traditional Music
- Chinese Opera
- Indonesian Gamelan Music
- Pentatonic Scale; Cyclic Pattern; Metallophones; heterophony
- Bhangra famous artists and songs
- J-Pop & K-Pop famous artists and songs
- Chaal Rhythm; Music in film; boy/girl bands;
Outcomes:
- Students will know Latin music conventions, and be able to name famous artists.
- Students will be able to identify the key features of Samba, Tango and Salsa music.
- Students will perform a bassline in a Salsa style
- Students will participate in a musical performance which makes use of Latin music conventions.

Link to prior learning
Students will be revisiting Brass instruments and expanding their knowledge of percussion instruments.
Latin Music shares musical features with Popular Song and Jazz music.
Students will continue to develop their rehearsing, refining and performing skills
Musical vocabulary learnt in previous term is revised and built upon.

Outcomes:
- Students will know the musical conventions of Reggae and Reggaeton, and be able to name famous artists.
- Students will be able to identify the key features of Reggae and Reggaeton music
- Students will perform a piece of Reggae music using off-beat chords
- Students will perform a piece of Reggaeton music

Outcomes:
- Students will know the musical conventions of South African vocal music, West African drumming and Afrobeats.
- Students will be able to identify the key features of South African vocal music, West African drumming and Afrobeats.
- Students will perform a melodic part in harmony
- Students will perform a rhythm as part of an ensemble performance

Outcomes:
- Students will know the musical conventions of Afrobeats, and be able to name famous artists.
- Students will be able to identify the key features of Afrobeats.
- Students will participate in an Afrobeats performance

Outcomes:
- Students will know the musical conventions of traditional Asian music from China, South Korea and Japan.
- Students will be able to identify the key features of traditional Asian music.
- Students will compose a melody using the pentatonic scale
- Students will participate in a musical performance which makes use of Traditional Asian music conventions

Outcomes:
- Students will know the musical conventions of Bhangra, J-pop and K-pop.
- Students will be able to identify the key features of Bhangra, J-pop and K-pop.
- Students will participate in Bhangra music performance
- Students will perform a piece of K-pop music

Literacy & Oracy Skills - Whole School Literacy Policy

**Vocabulary acquisition**
- Students will be encouraged to incorporate newly taught vocabulary in their tasks.
- Students will be encouraged to highlight when they have used new vocabulary in written responses.
- Students will be supported to use and spell the correct terms in their written work.
- Teachers will address common misspellings in whole class feedback and may test students if they feel it is appropriate.
<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
</table>
| Oracy            | • Students will be given a number of opportunities to express their opinions through discussion, debate, performance and presentations; on an individual and group basis.  
• Teachers will model spoken formal language and encourage students to effectively structure verbal responses.  
• Poor communication and non-standard English responses are challenged and students are encouraged to self-correct. |
| Reading for meaning | • Students will be encouraged to utilise reciprocal reading strategies to ensure that comprehension of the reading materials is cemented (e.g. articles, case studies, set texts etc.).  
• Students are expected to use the reading sources to support student responses and ideas.  
• Teachers are to utilise a range of DART (Directed Activities Related to Text) strategies to ensure that students are engaging with their reading e.g. use of summaries, gap fills, sequencing activities etc.; to support student responses.  
• Teachers will read aloud and model what effective reading sounds like (e.g. reading case studies, questions and articles). |
| Literacy code – marking | • The literacy marking code will be used to review student responses; identifying errors and expecting students to self-correct.  
• Particular attention on: spelling, punctuation, grammar and written structure (use of paragraphing) will be highlighted.  
• Teachers promote ‘checking’ phases of the lesson to encourage students to review their work for errors. |
| Written response scaffolding | • Within subject; an agreed written structure for responses is shared and used.  
• Sentence starters are available in subject areas to support student responses. |