



Year 8 Music



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

In addition to revisiting elements of core knowledge from previous years, the Year 8 programme of study covers:

Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

Dynamics & Articulation

Gradual dynamic change
Staccato
Dynamic and articulation notation as appropriate to the programme of study.

Rhythm, Tempo & Metre

Rhythmic ostinato
Unmetred/free time
Off-beat rhythms
Accelerando, rallentando
Rhythmic cells
Displacement and phasing
Rhythm elements: quaver rest
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

Structure & Form

Structural elements: Bar, phrase, section, movement
Raga, Alap, Gat
Rondo, binary, ternary, and ground bass forms
Concerto and symphony
Structural notation as appropriate to the programme of study.

Core Skills

Development in core skills is very much a continuation of work from the previous year:

Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard.

Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to new areas of study.

Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study.

General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study
Responding appropriately to musical notation relevant to the programme of study.



Year 8 Music continued



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Core Knowledge

Melody

Pentatonic scale
Melodic improvisation as appropriate to world music traditions
Overview of modes
Motif and motivic development
Melodic cells
Melodic ostinato
Melodic notation as appropriate to the programme of study.

Instrumentation & Timbre/Sonority

Overview of instruments and associated techniques from other continents and their Western equivalents
Instrumental notation as appropriate to the programme of study.

Texture

Unison
Polyrhythm
Polyphony
Canonic
Textural notation as appropriate to the programme of study.

Harmony & Tonality

Drone
Overview of chromatic harmony
Tonal and harmonic notation as appropriate to the programme of study.

How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.



Year 8 Music continued



What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Year 9 through continued exploration of musical elements in the three areas of listening, performing and composing.