Y8 Music Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	4th September – 20th October	30th October – 15th December	2nd January – 9th February	19th February – 23rd March	9th April – 25th May	4th June – 24th July
Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
Lessons	7 Lessons	7 Lessons split at teacher's discretion	6 Lessons split at teacher's discretion	5 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion
Unit Title						
Sequence	Dependent on room allocation • Keyboards • Guitars • Drumming • ICT / composition + effects • African Drumming • The Blues • Gamelan	Dependent on room allocation • Keyboards • Guitars • Drumming • ICT / composition + effects • African Drumming • The Blues • Gamelan	Dependent on room allocation • Keyboards • Guitars • Drumming • ICT / composition + effects • African Drumming • The Blues • Gamelan	Dependent on room allocation • Keyboards • Guitars • Drumming • ICT / composition + effects • African Drumming • The Blues • Gamelan	Dependent on room allocation • Keyboards • Guitars • Drumming • ICT / composition + effects • African Drumming • The Blues • Gamelan	Dependent on room allocation •
Rationale	Good musicians are made by practising skills regularly – a little and often. The larger the gap between these practices, the more the skills deteriorate. This is also true of music theory such as notation: it is much more interesting and motivating to incorporate this learning into, for example, a keyboard lesson, than to have an 'academic' written lesson. The end product will be more enjoyable and effectively retained employing the former as a tool.	See previous box.	See previous box.	See previous box.	See previous box.	
Key Building Blocks	Knowledge of: • Compositional skills • Basic rhythmic and melodic notation • Cultural context of World musics • Performance skills • Listening and evaluating skills	Knowledge of: • Compositional skills • Basic rhythmic and melodic notation • Cultural context of World musics • Performance skills • Listening and evaluating skills •	Knowledge of: • Compositional skills • Basic rhythmic and melodic notation • Cultural context of World musics • Performance skills • Listening and evaluating skills •	Knowledge of: • Compositional skills • Basic rhythmic and melodic notation • Cultural context of World musics • Performance skills • Listening and evaluating skills •	Knowledge of: • Compositional skills • Basic rhythmic and melodic notation • Cultural context of World musics • Performance skills • Listening and evaluating skills •	Knowledge of:
Retrieval Practices	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework
Key Skills	**Performing – Listening - Composing** Speaking Reading Writing	**Performing – Listening - Composing** Speaking Reading Writing	**Performing – Listening - Composing** Speaking Reading Writing	**Performing – Listening - Composing** Speaking Reading Writing	**Performing – Listening - Composing** Speaking Reading Writing	**Performing – Listening - Composing** Speaking Reading Writing
Key terms	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato • The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato • The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato • The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato • The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale	Depending on unit delivered - knowledge of: • Texture – layers – shape – dynamics – tempo – form/structure – **ICT effects** • African drums – djembe – syncopation - polyrhythm • Gamelan – slendro – pelog – ostinato The Blues – Slave Trade – 12 bar – improvisation – call and response – blues scale
Numeracy	• Continually reinforced through notations	• Continually reinforced through notations	• Continually reinforced through notations	• Continually reinforced through notations	• Continually reinforced through notations	• Continually reinforced through notations
Formative Assessment	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
Summative Assessment		AP1 listening exam		AP2 listening exam		AP3 end of year listening exam
SMSC & Cultural Capital	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate	• Respecting musical performances/listening Extra-curricular opportunities, both formal and informal before school, at lunchtime and after school • Trips where appropriate
Linking curriculum to careers						N/A