

## Key Stage 3 Overview: Music Year 8

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 8	<p><b>University Challenge:</b></p> <p>I'm an engineer</p> <p><b>Musical toolkit</b> <b>Context:</b> Music basics, building up tools to understand and create music, both theory and practical.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Keyboard skills</li> <li>- Reading treble clef.</li> <li>- Singing skills</li> <li>- Reading rhythmic notation.</li> <li>- Recognising musical elements.</li> <li>- Performance skills.</li> <li>- Appraisal skills.</li> <li>- Recognising Pulse and playing to pulse.</li> <li>- Construction of major and minor chords</li> <li>- Playing chords with melody on top.</li> </ul>	<p><b>University Challenge:</b></p> <p>Theatre</p> <p><b>Context:</b> Music basics, building up tools to understand and create music, both theory and practical. Set work: Kate Tempest Brand New Ancient (theatre)</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Keyboard skills</li> <li>- Reading treble clef.</li> <li>- Singing skills</li> <li>- Reading rhythmic notation.</li> <li>- Recognising musical elements.</li> <li>- Performance skills.</li> <li>- Appraisal skills.</li> <li>- Recognising Pulse and playing to pulse.</li> <li>- Construction of major and minor chords</li> <li>- Playing chords with melody on top.</li> </ul>	<p><b>University Challenge:</b></p> <p>Recycling</p> <p><b>Context:</b> Music basics, building up tools to understand and create music, both theory and practical. Recycling/ reordering chords, using different combinations to make chord progressions.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Keyboard skills</li> <li>- Reading treble clef.</li> <li>- Singing skills</li> <li>- Reading rhythmic notation.</li> <li>- Recognising musical elements.</li> <li>- Performance skills.</li> <li>- Appraisal skills.</li> <li>- Recognising Pulse and playing to pulse.</li> <li>- Construction of major and minor chords</li> <li>- Playing chords with melody on top.</li> </ul>	<p><b>University Challenge:</b></p> <p>Brunel Museum</p> <p><b>Context:</b> Making a pop song – building a pop song in small groups.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Listening to and appraising pop songs.</li> <li>- Learning about structure.</li> <li>- Ensemble works in a band, sticking to the group pulse.</li> <li>- Replicating a popular song.</li> <li>- Continuing work on chords</li> <li>- Singing skills/harmonies</li> <li>- Rehearsal skills.</li> <li>- Performance skills.</li> </ul>	<p><b>University Challenge:</b></p> <p>Extreme Re-design</p> <p><b>Context:</b> Making a pop song – re designing a pop song with the tools and skills you have.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Listening to and appraising pop songs.</li> <li>- Learning about structure.</li> <li>- Ensemble works in a band, sticking to the group pulse.</li> <li>- Replicating a popular song.</li> <li>- Continuing work on chords</li> <li>- Singing skills/harmonies</li> <li>- Rehearsal skills.</li> <li>- Performance skills.</li> </ul>	<p><b>University Challenge:</b></p> <p>Community</p> <p><b>Context:</b> Making a pop song – recreating a pop song that is popular within UAE community.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Listening to and appraising pop songs.</li> <li>- Learning about structure.</li> <li>- Ensemble works in a band, sticking to the group pulse.</li> <li>- Replicating a popular song.</li> <li>- Continuing work on chords</li> <li>- Singing skills/harmonies</li> <li>- Rehearsal skills.</li> <li>- Performance skills.</li> </ul>