

Curriculum Journey 2025-2025

Subject: Music

Year 8	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	Variations	Rap and Riffs	Chords and blues	Chords and blues	Musicals	Pictures at an exhibition
Vocabulary	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo	Improvisation Flow and enunciation Verse/chorus Beat boxing Syllabic	Improvisation 12 bar blues Chord Triad inversions	Chords Triads Homophonic Ukulele Bass Clef	Musical Syllabic/Melismatic Duet/solo/chorus Ensemble	Elements of music Melody/Articulation Dynamics/Texture Timbre/instruments Rhythm/Tempo
Assessment	Composition - creating a Theme and Variations piece	Performance and composition Performing Fresh Prince of Bel Air then writing and performing group raps	Performance Performing 12 bar blues Performing a chosen song using the 4 chord song	Performing a chosen song using the 4 chord song	Performing Performing a song from a musical using keyboards/ukuleles/guitar or voice	Composition Composing and performing a piece of music using Art as a stimulus
Links to prior learning	Elements of music – recognizing how the elements are used through listening.	Elements of music – recognizing how the elements are used through listening.	Elements of music – recognizing how the elements are used through listening.	Improvisation Playing chords Keyboard	Playing chords Keyboard /ukulele/guitar skills	Improvisation Playing chords Keyboard/ukulele/guitar skills



	Identifying how music links to emotions Using key vocabulary in written and verbal answers Use of chords and inversions to play film music	Ensemble skills Rhythm and polyrhythm	Identifying how music links to emotions Using key vocabulary in written and verbal answers	/ukulele/guitar skills Reading notation and identifying notes	Reading notation and identifying notes	Reading notation and identifying notes
Catholic Social Teaching	Participation – through classroom performance The common good – creating an inclusive environment for all pupils to perform in a safe space	Human Dignity – Inclusive representation in learning materials (where is the Love and the world themes it encompasses) Participation – through classroom performance The common good – creating an inclusive environment for all pupils to perform in a safe space	Human Dignity – Inclusive representation in learning materials – Slavery and the foundation of Blues music Participation – through classroom performance The common good – creating an inclusive environment for all pupils to perform in a safe space	Participation – through classroom performance The common good – creating an inclusive environment for all pupils to perform in a safe space	Participation – through classroom performance The common good – creating an inclusive environment for all pupils to perform in a safe space	Participation – through classroom performance and ensemble skills The common good – creating an inclusive environment for all pupils to perform in a safe space



Careers and Personal Development links	Composing or Performing music Learning independent thinking and working	Composing or Performing music Learning independent thinking and working	Composing or Performing music Learning independent thinking and working	Performing music Learning independent thinking and working	Performing music Learning independent thinking and working Successful Ensemble skills	Composing or Performing music Learning independent thinking and working