



Key Stage 3 – Year 8 – MUSIC– CURRICULUM OVERVIEW

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p>Accompaniment Workshop</p> <p><u>Understanding Chords</u> – What chords are and how to construct major and minor triads accurately.</p> <p><u>Accompanying a Melody</u> – Using chord patterns to support a tune on the piano, keeping steady pulse and sensitive balance.</p> <p><u>Chord Inversions</u> – Learning how inversions work and how they improve smooth, efficient voice-leading when accompanying.</p> <p><u>Vamps & Patterns</u> – Understanding how to vamp, creating interesting rhythmic or harmonic patterns to support a melody or performer.</p>	<p>I Guess That’s Why They Call It The Blues</p> <p><u>History of the Blues</u> – Exploring the origins of the Blues in African American history, work songs, spirituals, and its development into a major musical genre.</p> <p><u>12-Bar Blues</u> – Learning and performing the classic 12-bar Blues chord pattern, understanding its structure and feel.</p> <p><u>7th Chords</u> – Understanding and playing dominant 7th chords, and recognising their characteristic Blues sound.</p> <p><u>‘Birkenhead Blues’ Melody</u> – Learning and performing a set Blues melody to apply style, swing and phrasing.</p> <p><u>The Blues Scale</u> – Understanding the Blues scale and using it to create</p>	<p>Rock’n’Roll</p> <p><u>Birth of Popular Music</u> – Understanding how 1950s cultural and historical events shaped the rise of early Rock and Roll.</p> <p><u>Influence of the Blues</u> – Exploring how Blues harmony, rhythms, and performance styles fed directly into Rock and Roll.</p> <p><u>Popular Music Listening Skills</u> – Developing focused listening, identifying features such as backbeat, strong rhythms, vocal style, and instrumentation.</p> <p><u>Walking Bass Lines</u> – Learning to construct and perform simple walking bass lines typical of early Rock and Roll.</p> <p><u>Rock and Roll Vocals</u> – Understanding vocal style features: energy, projection, rhythmic</p>	<p>Film Music</p> <p><u>Musical Elements in Film</u> – Understanding how dynamics, tempo, pitch, texture, and rhythm create mood, atmosphere, and emotional impact on screen.</p> <p><u>Music & the Moving Image</u> – Exploring how music shapes character, supports storytelling, and influences audience perception.</p> <p><u>James Bond Arrangement Project</u> – Learning how to use themes, leitmotifs, and recognisable musical ideas to create a Bond-style arrangement.</p> <p><u>Timbre in Westerns</u> – Studying how instrumentation (e.g., harmonica, trumpet, guitar, whistle) creates the distinctive sound world of Western movie music.</p>	<p>Songwriting</p> <p><u>Exploring Song Styles</u> – Understanding features of different musical styles (pop, rock, acoustic, ballad, folk, etc.) and how genre influences melody, rhythm, instrumentation, and performance.</p> <p><u>Re-Styling a Pop Song</u> – Creating an arrangement of an existing pop song in a new style, learning how to adapt tempo, rhythm, chords, accompaniment patterns, and vocal delivery.</p> <p><u>Functional Harmony Basics</u> – Learning how chords work within a key, using I–V–vi–IV, I–IV–V, and other common progressions to build harmonic structure.</p> <p><u>Chord Writing Skills</u> – Constructing effective chord sequences, choosing between major/minor chords, and understanding</p>	<p>Caribbean Music Traditions</p> <p><u>Caribbean Musical Styles</u> – Exploring a range of Caribbean genres including reggae, ska, mento, and merengue, and understanding their cultural origins and characteristics.</p> <p><u>Syncopation</u> – Learning how off-beat rhythms create the distinctive feel of Caribbean music.</p> <p><u>Off-Beat Accompaniments</u> – Playing and recognising the classic reggae off-beat “skank” and similar rhythmic patterns across Caribbean styles.</p> <p><u>Use of Riffs</u> – Understanding how short repeated riffs (bass lines, keyboard patterns, guitar licks) drive the groove and identity of Caribbean music.</p>



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<p><u>Accompanying a Vocalist</u> – Developing sensitivity, timing, and supportive playing when accompanying another musician (or themselves singing).</p>	<p>riffs, motifs, and expressive ideas.</p> <p><u>Improvisation Skills</u> – Improvising over a 12-bar Blues pattern using the Blues scale, focusing on timing, expression, and musical creativity.</p>	<p><u>phrasing, and expressive delivery.</u></p> <p><u>Ensemble Vocal Performance</u> – Taking part in a group performance in a Rock and Roll style, focusing on blend, confidence, and stylistic accuracy.</p>	<p><u>Harmony & Tonality in Horror</u> – Understanding how dissonance, clusters, chromaticism, and unstable tonalities are used to build tension and fear.</p>	<p>how harmony supports a melody.</p> <p><u>Melody Writing</u> – Creating memorable melodic lines using stepwise movement, leaps, motifs, repetition, contour, and phrasing.</p> <p>Developing a Complete Song – Bringing together lyrics, melody, chords, and structure to produce an original song or re-imagined version of a known track.</p>	<p><u>Set Work: Three Little Birds</u> – Learning and performing Bob Marley’s song, focusing on groove, off-beat playing, vocal style, and ensemble cohesion.</p>
<p>Assessment / Composite Tasks</p>	<p>Assessment / Composite Tasks</p>	<p>Assessment / Composite Tasks</p>	<p>Assessment / Composite Tasks</p>	<p>Assessment / Composite Tasks</p>	<p>Assessment / Composite Tasks</p>
<p>Accompaniment Performance Exam</p>	<p>Solo Performance Assessment – ‘Birkenhead Blues’ and improvising.</p>	<p>Ensemble Vocal Performance End of Unit Listening Assessment</p>	<p>James Bond Arrangement Assessment. Horror Music Composition Assessment</p>	<p>Songwriting composition Assessment</p>	<p>Ensemble Performance Assessment</p>