

Year 8 Curriculum Overview [2026-2027]
Subject Music

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
T1	Performing and composing hooks and riffs	- What are hooks and riffs - Why they are important to pop music - Composing your own riffs - To understand the difference between hooks and riffs. - What musical features makes a riff catchy.	Music appraising tasks	Key vocab explained explicitly and then used throughout listening and practical work.	Presentation skills Creativity Communication	Performance of famous hooks/riffs Composing your own riff.
	How to create an authentic African drumming performance	- Context of African Music in African Culture - Cyclic rhythms - Polyrhythms - Call and Response - Syncopation - Creating various textures effectively. - Sonorities of the djembe.	Music appraising tasks	Key vocab explained explicitly and then used throughout listening and practical work.	Planning Teamwork Leadership	Performing an African rhythm composition
Catholicity across Music	In ensembles, students learn to work together harmoniously, supporting one another and developing a sense of solidarity. This reflects Catholic teaching on the importance of community and collaboration, where each person's contribution enhances the whole.					

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
T2	Blues Music features	- Origins of the blues - how a chord is created. - Swing rhythm	Music appraising tasks	Key vocab explained explicitly and then used throughout listening and practical work.	Critical Listening Cooperation Self Confidence	Performing a blues arrangement.

		• Walking bass • How to improvise • Blues scales • Melodic structure of the Blues • Playing from notation				
Catholicity across Music	Catholic Social Teaching emphasises social justice, compassion, and the dignity of every person. Students can explore how music has been used to advocate for change and promote peace. Students reflect on the origins of Blues music and the Western African culture to recognise the injustices that have been faced in the past and how they overcome these injustices.					

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
T3	How drummers create and perform drumming patterns	• Parts of a drum kit. • World famous drummer techniques. • Drumming techniques/rudiments. • Importance of timing and tempo.	Music appraising tasks	Key vocab explained explicitly and then used throughout listening and practical work.	Planning Determination Cooperation	Group performance of a drumming piece.
	To perform an accurate minimalism piece using minimalism techniques	• Minimalism context both in and outside music • Minimalism being the development of simple ideas. • Use of rests • Motifs and how they are used. • Metamorphosis	Music appraising tasks	Key vocab explained explicitly and then used throughout listening and practical work.	Presenting skills Creativity Decision Making	To perform a minimalism arrangement
Catholicity across Music	Students are introduced to composers and musicians who create and perform music for specific events and needs, providing a service to a common goal. By creating music that aims to uplift or serve others. They learn to use their creativity as a form of giving back and spreading positive values.					