

All Saints Catholic High School

Year 8 | Music | Curriculum Knowledge Map - 2025/2026



Knowledge

- of how music is composed and performed to reflect different genres, cultures and styles.
- of the important role of music within different cultures in relation to its social, cultural and historical contexts.
- and recognition of different styles and genres of music through specific instrumentation/musical elements/styles etc.
- Evidence performing skills and ensemble skills on various instruments such as, voice, ukulele, Djembe and bass.

Skills

Performing Music:

- perform more complex parts as a vocal ensemble
- keep in time with others
- develop instrument specific playing techniques for a variety of instruments
- Perform music from different cultures/genres and music composed for an intended purpose

Composing Music:

- create rhythmic patterns, ostinatos, polyrhythms etc.
- share a range of ideas in group tasks
- create compositions which have a sense of purpose
- create compositions which explore different genres, styles and cultures

Understanding Music:

- recognise a variety of different instrument sounds, knowing instruments from other cultures
- Use level 2 musical elements words and recognise most in listening tasks
- Deliver insightful feedback on performance
- use appropriate musical vocabulary when creating or evaluating work

Cross Curricular and Curriculum Enrichment Opportunities

Numeracy – Note lengths, rhythms and notation

Literacy – Music specific language and definitions

Humanities: Developing an understanding of music in different cultural contexts

Enrichment - Instrumental tuition, Band, Vocal tuition, Keyboard Club, KS3 choir & School production.

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	Knowledge and Knowledge Extension	Building On	Assessment
Autumn 1+2	Djembe - West African Drumming 1. Developing understanding of Djembe music and its cultural context, exploring its role in West African music and community traditions. 2. Developing the ability to read and perform rhythmic patterns using standard rhythmic notation. 3. Understanding and performing polyrhythms, learning how contrasting rhythmic parts fit together in an ensemble. 4. Composing and performing simple Djembe rhythms, combining layered rhythmic patterns to create a group performance. 5. Developing ensemble skills, including maintaining a steady pulse, listening and responding to others, and performing confidently as part of a group. 6. Summative assessment based on a small group performance of a composed Djembe piece using rhythm charts, and a listening and appraising test focusing on rhythm, texture and cultural understanding.	Year 7 skills of: • Musical instruments • Rhythmic notation • Percussion skills • Performing skills • Composing skills • Listening and appraising skills Year 8 skills of: • Instrumental timbre • Djembe • Syncopation • Polyrhythm • Ensemble skills	Listening and appraising Group performance
Spring 1+2	Musical Theatre - Matilda	Year 7 skills of: • MAD T-SHIRT • Musical Theatre • Treble staff notation	Class Performance Knowledge retrieval assessment

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1. Extending understanding of **musical theatre conventions**, exploring how *Matilda* uses singing, acting and movement to develop character and story.
2. Developing **vocal technique for ensemble singing**, including blend, balance, diction and accurate pitching.
3. Learning and performing **musical theatre choreography**, focusing on precision, coordination and spatial awareness in group work.
4. Applying **drama skills** to musical theatre performance, including characterisation, facial expression and physicality while singing and moving.
5. Developing **ensemble skills**, including listening to others, maintaining focus, responding to cues and performing confidently as a cohesive group.
6. Rehearsing and performing **sections from *Matilda*** that combine singing, movement and acting in an ensemble context.
7. **Listening and appraising** music from *Matilda*, focusing on understanding how music is written for ensemble, including texture, layering of voices and use of rhythm
8. **Summative assessment** based on an **ensemble performance** from *Matilda* demonstrating vocal, movement and drama skills, and a **listening and appraising task** focused on ensemble writing.

- Performing skills
- Ensemble Performance Skills
- Listening and appraising skills

Students are regularly self, peer and staff assessed.

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Summer 1+2	Reggae - Class Band - Hooks and Riffs 1. Developing an understanding of Reggae music and its historical and political context, with a case study of Bob Marley and his music. 2. Developing understanding of off-beat rhythm, learning how syncopation is used in Reggae. 3. Learning and performing hooks and riffs from Reggae songs, including <i>Three Little Birds</i> and <i>Buffalo Soldier</i>. 4. Applying instrumental skills on a range of instruments, including bass guitar, keyboard, guitar, vocals and glockenspiel. 5. Developing class band and ensemble skills, including listening, balance, timing, and maintaining an independent part within a group performance. 6. Understanding the roles of different instruments in Reggae music, including bass lines, chordal accompaniment and vocal melody. 7. Summative assessment based on a class band performance demonstrating accurate off-beat rhythm and ensemble skills, and a listening and appraising task focused on Reggae style, context and musical features.	Year 7 skills of: • Musical instruments • Performing skills • Composing skills • Listening and appraising skills • Syncopation Year 8 skills of: • Instrument skills • Reading a bass line • understanding popular music genres • Understanding chords • Music from different cultures	Class Band Listening and Appraising