Year 8 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**The Curious Incident of the Dog in the Night-Time (Contemporary Novel)** Develop an understanding of the difficulties people face in life; they will understand the impact Asperger's syndrome can have on those affected by it and those around them. This unit will allow students to build confidence with reading and encourage a love of reading. Further develop empathy skills. Explore the attitudes and behaviours of a character and the effect this has on the reader. Explore how characters develop across a text. Be able to summarise and synthesise key information. Be able to make comments securely based in textual.	**Julius Caesar** *Explore a text and link to topical issues, such as jealousy and issues between friendships and social groups. It also explores motives to commit crimes and allows opportunities for debate and discussion.* Be able to make inferences from a text. Be able to analyse language with increasing confidence. Explore key themes in a play. Be able to explore connotations and explore the effect on the reader. Explore key features of writing to persuade and the structures of rhetoric: ethos, pathos, and logos.	**Children in Victorian Texts (19th Century Fiction and Non-fiction Reading)** *Makes use of a number of accounts (fiction and non-fiction) from Victorian texts including novels, diary entries, letters, articles etc as stimulus material. Students will explore what life in the Victorian era was like, specifically for children.* Be able to retrieve and withdraw explicit and implicit information from a text. Offer perceptive comments securely based in textual evidence. Use terminology with confidence. Be able to evaluate texts with confidence	**Animal Farm (Transactional Writing)** *A focus on the concept of equality and power and will allow opportunities for discussion to build oracy skills. Students will explore key events and link them to real life situations allowing them to write about the text with confidence.* Create engaging texts. Experiment with a wide range of sentence structures. Use punctuation and spell accurately. Make inferences from a text Explore language and its effects in the creation of character. Link a text and its context.	**Dystopian Fiction (Creative Writing)** *Visual stimuli and features of the dystopian genre to support students to produce a selection of descriptive and creative writing inspired by texts from the genre. Students will be exposed to a number of different texts from different time periods and with different motivations.* Be able to create engaging texts using a variety of literary features. Be able to communicate and organise ideas effectively. Be able to experiment with a wide range of sentence structures and vocabulary. Use a range of punctuation and spell accurately. Develop oracy skills and articulacy.	**The Poetry of the First World War (Poetry)** *Students will build on their work in history, xploring how writers present war in their poetry. This will allow them to empathise with those affected as well as exploring the writer's craft. This scheme also aims to develop confidence with poetry skills and a love of reading poetry.* Understand the importance of contextual information. Build on inference skills and start to build analysis skills. Explore emotions in poetry and develop empathy skills. Explore connotations within a text. Develop oracy skills.
Maths	**Four operations and indices** • Apply the four mathematical operations to integers, decimals and simple fractions for both positive and negative • Use conventional notation for the priority of operations including brackets, powers, roots and reciprocals **Averages** • Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency and spread • Apply statistics to describe a population **Prime factors, HCF, LCF and standard form** • Use the concepts and vocabulary	**Building on algebra** • Understand the notation of algebra • Manipulate algebraic expressions • Evaluate algebraic statements **Probability** • Relate relative expected frequencies to theoretical probability • Record describe and analyse the frequency of outcomes of • Construct theoretical possibility spaces to calculate theoretical probabilities • Apply systematic listing strategies • Record describe and analyse the frequency of outcomes of probability experiments using frequency trees • Enumerate sets and combinations of sets • Construct theoretical possibility spaces for combined experiments • Apply ideas of randomness, fairness	**Fractions and decimals** • Explore links between fractions, decimals and percentage **Sequences** • Use a term-to-term rule to generate a sequence • Find the term-to-term rule for a sequence • Describe a sequence using the term-to-term rule **Ratio and proportion** • Express the division of a quantity into two parts as a ratio; • Identify and work with fractions in ratio problems • Understand and use proportion as equality of ratios • Express a multiplicative relationship between two quantities as a ratio or a fraction • Use compound units • Change freely between compound units	**Bearings, plans, elevations and loci** • Measure line segments and angles in geometric figures, • Identify, describe and construct similar shapes, • Interpret plans and elevations of 3D shapes • Use scale factors, scale diagrams and maps **Angle facts and rules** • Understand and use alternate and corresponding angles on parallel lines • Derive and use the sum of angles in a triangle	**Solving equations** • Recognise and use relationships between operations, including inverse operations • Solve linear equations in one unknown algebraically • Solve linear equations with the unknown on both sides of the equation **Percentages** • Recognise when a fraction (percentage) should be interpreted as a number or as an operator • Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100% • Use calculators to increase an amount by a percentage greater than 100% • Solve problems involving percentage change • Solve financial problems	**Graphs** • Plot graphs of equations that correspond to straight-line graphs in the coordinate plane • Identify and interpret gradients and intercepts of linear functions graphically • Recognise, sketch and interpret graphs of linear functions and simple quadratic functions • Plot and interpret graphs and graphs of non-standard (*piece-wise linear*) functions in real contexts, to • Find approximate solutions to problems such as simple kinematic problems involving distance and speed **Presenting data** • Interpret, analyse and compare the distributions of data sets • Use and interpret scatter graphs of bivariate data • Recognise correlation

• Interpret standard form $A × 10^n$, where $1 ≤ A < 10$ and n is an integer	and equally likely events	• Relate ratios to fractions and to linear function		• Understand the meaning of giving an exact solution	

	Becoming a Chemist Spiral curriculum themes: Matter and Reactions Periodic table, elements, chemical energy and types of reaction **Being Alive** Spiral curriculum themes: Organisms and ecosystems Breathing, digestion and respiration.	**Being Alive** (Continued) **Being an Accident Investigator** Developing scientific theories by having and then testing an idea, based on some prior knowledge. Investigations as a cycle, where this is then evaluated and leads to further questions. The idea of scientific convention, with things being done in a similar way by scientists around the world. Spiral curriculum themes: Some aspects of contact forces (mass and weight and extension due to force)	**Being an Engineer** Spiral curriculum themes: Forces Gravity recap, contact forces, pressure, **Being a Farmer** Spiral curriculum themes: Organisms Photosynthesis	**Chemistry B** Spiral curriculum themes: Earth Earth structure, climate and earth resources	**Biology B** Spiral curriculum themes: Genes Evolution and inheritance	**Physics B** Spiral curriculum themes: Energy and waves Work, heating and cooling, wave effects and wave properties.
Science						

	How have empires shaped the world? *A study of a significant society or issue in world history and its interconnections with other world developments* Students will explore a range of different empires throughout history, considering their significance and the impact they had. They will also have the opportunity to discover why empires have collapsed and make links between the events and empires studied.	**Why was the transatlantic slave trade so significant?** *Ideas, political power, industry and empire: Britain, 1745-1901* Students will explore the impact of the slave trade and its significance to the British Empire. They will study the African kingdoms and discover how civilisations were destroyed by the slave trade. Students will engage with case studies and texts like Stuart's *Sugar in the Blood* to explore the impact on the enslaved people and those who profited from their exploitation.	**How did America become a divided nation?** *A study of a significant society or issue in world history and its interconnections with other world developments* Students will develop an understanding on one of bloodiest wars in history: the American Civil War. They will look at what caused the American Civil War to take place, key battles of the war and they will also engage in reading extracts from texts such as *America: Empire of Liberty.* The students will also look at the consequences of this war.	**How far did the Industrial Revolution change Bradford?** *Ideas, political power, industry and empire: Britain, 1745-1901* Building on the idea of revolutions encountered the previous half term, students will explore change and continuity in Britain during the Industrial Revolution. They will explore a range of sources that help them to understand what conditions were like for working people during the Industrial Revolution.	**How far was the First World War a global war?** *Challenges for Britain, Europe and the wider world 1901 to the present day* Students will use sources to explore the causes of the war and what life was like for soldiers during the war. They will consider the experiences of soldiers across the world as well as on the Western Front. They will also develop their understanding of provenance and how this affects the depiction of events.	**Was the Russian Revolution 'a people's tragedy'?** *A study of a significant society or issue in world history and its interconnections with other world developments* Students will learn about the Russian Revolution by exploring its causes and consequences, including the ideological impact of communism. They will build on their understanding by considering the impact of WWI on Russia. They will consider different interpretations of the revolution and its impact and engage with a range of extracts from Orlando Figes' *A People's Tragedy.*
History						

Year 8 Long Term Overview

Academy

	Antarctica	Middle East	Restless Earth	China	Coasts	Diverse UK landscapes
Geography	An understanding of how human and physical processes influence and change landscapes and climate, and how human activity relies on the effective functioning of natural systems

Economic activities in tertiary & quaternary sector and the use of natural resources

Focus on environmental regions including polar deserts.

Build on knowledge of maps, atlases and globes. | Development of locational knowledge and deepening of spatial awareness where the focus is the Middle East and the countries located there.

A focus on the environmental regions, key physical and human characteristics, countries and major cities located there.

Understanding of the physical and human features of a region. | An understanding of physical geography by considering how physical processes pose major risks to people and property.

An understanding of of the processes responsible for earthquakes and volcanoes and the effects and responses to these tectonic hazards.

An understanding of detailed placed based examples of plate tectonic activity
Build on knowledge of maps, atlases and globes | An enquiry approach to exploring what China is like now and the challenges and opportunities it faces in the future.

An understanding of physical and human features of a region within Asia.

An understanding of the key processes in relation to population, urbanisation, international development and economic activity

Build on knowledge of globes, maps and atlases. | Develops an understanding of physical geography by considering how physical processes shape the coastline and the distinctive landforms that are created

Develops an understanding of how human and physical processes influence and change landscapes using place-based exemplars Towyn)

How much human activity relies on the effecting functioning of natural systems | An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems

Build on knowledge of maps and atlas'

Develops place knowledge and an understanding of similarities, differences and links between places

Use of detailed place-based examples at a variety of scales

Use GIS to view, analyse and interpret places and data
Use fieldwork to collect, analyse and draw conclusions from primary data. *(Ogden field visit)* |

	Big Questions		**Buddhism**		**Christianity**	
RE	Capital punishment
Creation
Forgiveness
Extremism
Sex and relationships

To be able to identify different viewpoints relating to capital punishment.
To be able to explain reasons for and against capital punishment.
To be able to evaluate the impact of capital punishment on society.
To be able to explain the creation narrative in Christianity and Judaism.
To identify religious views of forgiveness.
Evaluate why extremists are the way they are and why they operate
Consider the impact of Sex and relationships on our lives
To explain how some of God's key characteristics are visible in the creation narrative. | | Global geography of religion
Who was Siddartha?
The Dharma
Meditation
Moral precepts

Describe "the global geography of religion"
Outline the age of some of the world religions.
Analyse the spread of religions.
Describe Buddhist teachings
Outline the impact of certain Buddhist teaching
Analyse moral theory according to Buddhism. | | The history of religion
Key teachings and beliefs
The person of Jesus Christ
Miracles investigation

Outline the main beliefs of the main religion tradition in the UK.
Analyse the history of religion.
Describe Christian teachings
Outline the impact of certain Christian teaching | |

Appleton Academy

	Cubist masks	Architecture	Graphic illustration
Art	Students will discover masks from a range of cultures: Native American, African, New Zealand and their different uses from decoration to religious purpose. Develop knowledge and understanding of the Cubism art movement to develop in-depth research and explore Pablo Picasso's African period visually in sketchbooks using collage. Students will experiment with designing their own mask, based upon African masks and Cubism, taking inspiration from Pablo Picasso. This will lead to students creating their own cardboard relief mask and demonstrating a good blending technique by applying colour using acrylic paint.	Developing ideas, analysing and evaluating own work, and that of Ian Murphy and Antoni Gaudi, in order to strengthen the visual impact or applications of his/her work . Developing ideas using a range of techniques to record own observations in sketchbooks using a variety of media such as mosaic and mono-printing as a basis for exploring ideas. Applying knowledge and skills to transform 2D design ideas in to a 3D response to create a wire/mod-roc sculpture inspired by their earlier research pages.	Students will research positive role models in society e.g. Malala/Greta Thunburg. - Explore a range of artists/designers who creatively use typography and collage, building upon research techniques. - Develop Photoshop editing techniques, refining skills from year 7. - Produce a graphic illustration or advert. Students will deepen their cultural capital by developing an awareness surrounding important social/political issues/events.

	Food Food from around the world	Product Design PD Passive Speaker with LED	Textiles Reusable Tote/Draw string Bag
DT	Learners will be developing their practical food skills and where food comes from. Students will focus upon diet and cultures Students will have opportunities to make decisions about their and peers work. Students will generate some of their own success criteria in relation to the learning objectives.	Learners will develop their practical skills by creating a more demanding product and will focus on high quality finish. Learners will learn how to use new tools and machinery to enhance their independence in the workshop. Learners will have more freedom in creating their own design ideas.	Learners will build on prior research, design, sewing and evaluation skills. Learners will use specialist techniques to produce a Kandinsky inspired reusable bag. Learners will independently apply chosen techniques and combine together to create a final outcome that is of professional quality.

	Traditional Sports	Traditional Sports & OAA	Dance & Gymnastics	Non Traditional	Athletics	Summer Sports
PE	Football • Students will demonstrate skills and techniques required to perform effectively at football. • Students will evaluate own performance and plan for improvements in future • Students will prepare adequately to allow them to perform to maximal levels • Students will be able to apply rules to performances Badminton • Students will be able to apply rules to performances • Students will demonstrate skills and techniques required to perform effectively at badminton. • Students will evaluate own performance and plan for improvements in future. • Students will prepare adequately to allow them to perform to maximal levels	Badminton • Students will demonstrate skills and techniques required to perform effectively at badminton. • Students will evaluate own performance and plan for improvements in future • Students will explore methods of motivating self to influence performance levels • Students will be able to apply rules to performances **Football** • Students will demonstrate skills and techniques required to perform effectively at football. • Students will evaluate own performance and plan for improvements in future • Students will prepare adequately to allow them to perform to maximal levels • Students will be able to apply rules to performances Fitness •Explain how the component of fitness	Dance • Students will be able to replicate subject specific movement material • Students will be able to choreograph movement/sequences independently • Students will apply interpretive skills in performance • Students will be able to evaluate strengths and weaknesses. Gymnastics • Demonstrations of skills and techniques required to perform various gymnastics moves • Evaluation of own and others performance and plan for improvements in future • Adequate preparation to allow them to perform to maximal levels • Students will explore methods of motivating self to influence performance levels • Students will be able to apply competition rules to floor routines Gym and Fitness • Verbally talk through a potential training	Tchoukball • Students will demonstrate skills and techniques required to perform effectively in tchoukball. • Students will evaluate own performance and plan for improvements in future. • Learn, know, demonstrate and explain rules that are used during tchoukball. • Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball. Trampolining •Students will demonstrate skills and techniques required to perform effectively at Trampolining. •Students will evaluate own performance and plan for improvements in future •Students will be able to apply specific techniques •and vocabulary to performance •Students will understand the	• Students will demonstrate skills and techniques required to perform effectively in various athletics events • Students will evaluate own performance and plan for improvements in future • Students will prepare adequately to allow them to perform to maximal levels • Students will explore methods of motivating self to influence performance levels • Students will be able to apply competition rules to performances	**Rounders, Cricket & Softball** (Catching and Striking) • To perform, develop and incorporate the skills of Receiving, Long Barrier, Throwing, Batting, Running, Back stop and Bowling in Rounders. Pupils should use their knowledge and understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. • Pupils should further understand the laws of the game, and recognise the importance of responding to changing situations within a game. • Pupils should further their understanding by learning correct technical language and understanding the meanings as this will help develop their knowledge on learning the rules. • For softball understand how to use a glove and look at the different

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OAA • Develop team building skills to solve problems and complete tasks. • Build up resilience and put resilience into practice when using the climbing wall. • Students will explore methods of motivating self to influence performance levels.	being worked on may-improved fitness may help your performance. • Demonstrate how the certain component of fitness can be used to improve performance.	program for themselves and why they have selected that certain training method. • Demonstrate an improved fitness level with use of fitness booklet showing how they have trained and what the results are. • Have some basic knowledge on the 4 main systems.	different roles involved in Trampolining. Handball • Students will demonstrate skills and techniques required to perform effectively in handball. • Students will evaluate own performance and plan for improvements in future. • Learn, know, demonstrate and explain rules that are used during handball. • Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball.		positioning the hands should be in when catching. • For softball know the main rules to enable a good competitive game to take place.

ICT	**Digital Literacy** NC Points 5, 7, 8 and 9 Building on this unit in Y7, learners will further their collaboration skills using Microsoft Teams and a variety of third-party online software. They will investigate emerging technology and how it can be used now and, in the future, to improve productivity or life quality. Learners will revisit e-safety with a focus on 'fake news' and how to distinguish the trustworthiness of information sources. **Development from:** Y1-Y6 HT1 e-safety. Y7 HT1-2 Digital Literacy **Supporting:** continuing safe and productive use of internet enabled devices and software throughout secondary **Rationale:** Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety will improve cultural capital as well as providing a life skill to improve their online presence and avoid being misled online and on social media. **Graphic Design** NC Points 7 and 8 This unit furthers learners' knowledge of graphic design principles and practical application of advanced digital graphic manipulation. Learners will distinguish how properties of graphics affect their usability for screen and print purposes. Practical lessons will allow students to apply their skills and knowledge to enhance an artwork produced in art (cross-curricular link with art) with bitmap editing and how to produce a vector-based website mock-up. **Development from:** Y2 HT6 creating pictures, Y7 HT5-6 Graphic Design **Supporting:** KS4 options art, photography, CMP, iMedia, media studies. **Rationale:** the ability to create digital graphics supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building **Animation** NC Points 7 and 8 In this unit, learners will investigate the principles of animation types and techniques, before creating their own 2D frame-by-frame and tweened animations. They will create animation for web using HTML5 and then attempt a set brief in partnership with an industry link local internet marketing company. The finished products will be judged by the company and the winners given a prize in year group assembly. **Development from:** Y2 HT6 creating pictures, Y7 HT6 **Supporting:** KS4 options art, CMP, iMedia **Rationale:** alongside digital graphics, the ability to create animated content supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building.

	¡Mi vida en el insti!	¡Mi vida en casa!	¡Mi estilo de vida!	¡Somos gastrónomos!	¡Vamos a Barcelona!	¡Mi viaje magnífico!
MFL	**Students will:** • revisit Spanish phonics. • explain what subjects they study and offer justified opinions on these. • describe their teachers. • compare their subjects. • describe their school's facilities. • describe their school uniform and give their opinion on it. • describe the rules at their school and explain if they think that they are fair. • explore what life would be like at a school in a Spanish-speaking country.	**Students will:** • continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. • describe their homes. • produce a creative description of their idea home. • explain if they help around the house. • evaluate and explain whether they think it's fair to help around the house. • write a 'Day in the Life' account.	**Students will** • continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. • explain what you must do in order to lead a healthy life. • give advice on healthy lifestyles based on an assessment of information provided about people's lifestyle choices. • assess their own lifestyle and explain if they think it's healthy or not.	**Students will:** • continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. • explain what they normally eat and drink and give their justified opinions on different food. • assess the healthiness of their diet. • learn about dishes from Spanish-speaking countries and give their opinions on these. • plan a special meal for a famous guest.	**Students will:** • purchase tickets for transport. • get directions to different places in a city. • purchase items in a market setting. • purchase items in a shop setting. • obtain advice in a pharmacy. • order food and drink in a restaurant or café.	**Students will:** • work towards writing a creative account a holiday. • explain where they went and how they travelled. • give details about the trip, including the accommodation, the weather and the activities that they took part in. • give their opinion on the trip.
Performing Arts	**Drama: Physical theatre** • Be of and explore the term physical theatre • Communicate a character to the audience by using physicality • Explore a range of practical exercises in order to start developing ideas and approaches to short devised work • Developing vocal and physical skills in their performance of a character • Apply theatrical skills to realise artistic intentions in live performance • Reflect on and evaluate their own work and that of others • To understand how to create an evaluative sentence aware	**Drama: Virtual Theatre Trip - Hamilton** • Develop skills in more depth in identifying common elements of a musical theatre production • Continue to develop skills in critiquing artistic decisions of a theatre production • Understand the purpose and the role of theatre criticism • Analyse, interpret and critique a live theatre performance • Understand the importance of theatre in highlighting key historical events	**Drama: Disability in Physical Theatre** • Be aware of and explore how we can apply physical theatre, when creating scenes about Christopher. • Be able to explore a character's mindset using freeze frames and thought tracking. • Communicate Christopher's emotions to the audience • Select and shape material into a coherent and effective piece which reveal deepening understanding of a character • Use voice, gesture and movement to convey meaning to an audience, making disciplined use of the conventions of performance • Be aware of and explore Frantic Assembly's performance method/style. • Be able to explore the different ways we can incorporate Frantic's methods, when creating scenes.	**Drama: Continuing Developing Devising Skills** • Devising is a group collaboration in response to a stimulus leading to the creation of an original performance • Create work where the form and content of the devised work may reflect the group's awareness of their chosen social, historical, political and cultural context • Effectively and methodically research a given stimulus to inspire an inspiring piece of drama • Establish clear aims and objectives for creating and developing a performance • Practically explore the stimulus using a variety of techniques and conventions • Create a well developed character using Stanislavskian methods	**Drama: Continuing Developing Devising Skills** • Devising is a group collaboration in response to a stimulus leading to the creation of an original performance • Create work where the form and content of the devised work may reflect the group's awareness of their chosen social, historical, political and cultural context • Effectively and methodically research a given stimulus to inspire an inspiring piece of drama • Establish clear aims and objectives for creating and developing a performance • Practically explore the stimulus using a variety of techniques and conventions • Create a well developed character using Stanislavskian methods	**Drama: Contextual Interpretation of a Playscript** • Understand the relevance of Refugee Boy in the current climate • Read the play in full and be able to recall the main plot, characters and themes • Explore the motives of characters within the play • Interpret the play from a production perspective

Year 8 Long Term Overview

Music: Confidence Post Covid and Singing Skills	Music: Composition Using DAW Technology		Music and the Media	Music: Song Writing	Music: Song writing
• Develop skills to sing and to use their voices • Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations • Sing as part of an ensemble, duo and solo • Students identify their ability to sing long phrases well • Recognise the value of deep breathing and breath control • Students increase their ability to sing the song with accurate pitch and r hythm and positively assess their performance	• Understand the basic components of DAW composition programmes • Explore Soundation, Garageband and Noteflight • Create one composition for each DAW programme • Develop 3 compositions in different styles or genres • Analyse and appraise each composition on their accuracy and effectiveness •	• Communicate scenes with clear emotions **• Music and the Media** • Explore the features of music within the Film Music and Computer game industry • Describe and explain the purpose and effect of film music and theme tunes • Describe and explain how music is used within advertisement to persuade and entertain • Demonstrate composing skills to create an intended effect • Demonstrate performance skills reflective of the film industry • Use key vocabulary with accuracy and confidence	• Explore the features of music within the Film Music and Computer game industry • Describe and explain the purpose and effect of film music and theme tunes • Describe and explain how music is used within advertisement to persuade and entertain • Demonstrate composing skills to create an intended effect • Demonstrate performance skills reflective of the film industry • Use key vocabulary with accuracy and confidence	• Explore the use of chords and structure within popular music • Compose using traditional methods, using a variety of instruments and notation staves • Describe and explain the use of structure within popular music • Perform a 4 chord structure with accuracy, confidence and expression • Apply popular music structures to create own composition • Record composition and edit accordingly • Appraise composition according to success criteria	• Explore the use of chords and structure within popular music • Compose using traditional methods, using a variety of instruments and notation staves • Describe and explain the use of structure within popular music • Perform a 4 chord structure with accuracy, confidence and expression • Apply popular music structures to create own composition • Record composition and edit accordingly • Appraise composition according to success criteria