

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 7 Term: Winter 1	Topic: Elements of Music	<i>Which words will be explicitly taught & how frequently will understanding be checked?</i> <i>How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Summary: Throughout this topic students are introduced to the different elements of music that they will then use throughout all the key stages. Students are also taught the basics of music theory including: where notes are placed on the treble clef, how to create a rhythm and note values.</p> <p>Break down of lessons: Students for the first half of this topic learn note values and how to follow music written on a music stave. Students also learn where notes are placed on the treble clef.</p> <p>Extension task: Students who have previously explored music theory will look at the bass clef, dotted notes and rests. Extensions might also include more complicated time signatures.</p> <p>For the second half of the topic students begin to write their own melodies on a stave and learn how to play this on a piano/keyboard. They then have to begin incorporating elements of music into their compositions. This can include:</p> <ul style="list-style-type: none"> • Dynamics • Tempo • Melody • Texture 		<ul style="list-style-type: none"> • Treble and Bass Clef • Stave • Note Values • Note names • Bars • Rests • Time Signatures • Sharps, Flats and naturals • Tempo • Dynamics • Rhythm • Pitch • Melody • Texture <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others and their own work.</p> <p>Students understanding will be checked in starter and plenary tasks as well as in the main body of the practical.</p>
What prior learning supports understanding of this content?	How does this content link to future learning?	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading help sheet provided to students.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students write their own musical compositions and evaluate these.</p>	
<p>Key assessments: <i>How will feedback be received?</i> <i>What will be seen in books?</i></p> <p>Written feedback of practical work in PLC sheets found in work students booklets at the end of the scheme. Verbal feedback given every lesson from teacher and peers. Marking of the extended written task to include the college marking policy.</p>		