

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 7 Term: Spring 1	Topic: Graphic Scores/20 th Century Music	Which words will be explicitly taught & how Frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Throughout this scheme, students explore a range of Graphic Score artists (including some artists where art which inspires their music and vice versa) and will go on to make their own Graphic Scores as a basis for a musical composition. Students also start to explore some of the development of music in the 20th century.</p> <p>At the start of the scheme students explore four musical techniques by exploring Chance music, a 20th century musical composition technique. They are:</p> <ul style="list-style-type: none">• Melodic leaps• Glissandi• Note clusters• Fragmented Motifs <p>Students are given the opportunity to explore different sounds and effects on the keyboards that can add to their music along with exploring different instruments This will extend the range of timbre and to include more diverse texture changes.</p> <p>Students in later lessons explore the work of Cathy Berberian on cartoon type graphic score and on the fascination that composer Schoenberg had with the artist Kandinsky's paintings and how these techniques mentioned above can be incorporated with:</p> <ul style="list-style-type: none">• Pitch• Texture• Dynamics• Structure• Tempo• Timbre <p>Students are then given the opportunity to make their own Graphic Scores and create music to their artwork use the techniques mentioned above.</p>		Melodic Leaps Note Clusters Glissandi Fragmented Motif Pitch Tempo Dynamics Silence Structure Texture Timbre
What prior learning supports understanding of this content? Students will have explored elements of music such as tempo, dynamics and pitch in previous units and should now feel confident using these elements.	How does this content link to future learning? Students will develop further understanding of these tools in the next unit when they have to add their own variations to 'Twinkle Twinkle Little Star' and/or a melody of their choice.	Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.
Reading: <i>Where in the unit are students supported to read complex academic text?</i> Research achieved on how Graphic Score artists use Music and Art together.	Writing: <i>Independent writing tasks and how they are structured</i> Students must evaluate how their music links to their artwork and justify their artistic decisions.	Students understanding will be checked in starter and plenary tasks as well as during the main practical activity.
Key assessments: <i>How will feedback be received?</i> <i>What will be seen in books?</i> 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.		

