

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 7 Term: Spring 2	Topic: Peter and the Wolf	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>Summary - Throughout this topic students learn about leitmotifs and how they are used in music to help express personality traits and/or emotion. We explore this by watching the short musical film <i>Peter and the Wolf</i> by the composer, Prokofiev and we also explore other famous leitmotifs as well as looking at the leitmotif father, Wagner.</p> <p>Students start to gain an understanding of how elements of music are effectively used to help create and add depth to a character and/or scene.</p> <p>Students are then given the opportunity to create their own leitmotifs this can be based on characters from fairy tales or film/tv shows. Students can even write their own short stories and create leitmotifs for these characters.</p> <p>To help them create a leitmotif student are encouraged to explore:</p> <ul style="list-style-type: none"> • Pitch • Dynamics • Tempo • Tonality – major/minor • Importance of Silence • Duration • Timbre • Texture • Structure <p>For assessment students perform their leitmotifs to their class.</p>		<ul style="list-style-type: none"> • Leitmotif • Pitch • Tempo • Dynamics • Texture • Duration • Timbre • Structure • Tonality • Melody <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.</p> <p>Students understanding will be checked in starter and plenary tasks as well as during the main practical activity.</p>
What prior learning supports understanding of this content?	How does this content link to future learning?	
Students will have explored elements of music such as tempo, dynamics and pitch in previous units they now need to expand their ideas by exploring how elements can add depth to a character.	Students will develop further understanding of these tools in future unit as many extension tasks and activities in music include creating emotion/character within music as well as strong melody lines.	
Reading: <i>Where in the unit are students supported to read complex academic text?</i>	Writing: <i>Independent writing tasks and how they are structured</i>	
Reading help sheet provided to students.	Students must write about how their leitmotif reflects their chosen character.	
<p>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.</p>		