

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 8 Term: Winter 2	Topic: Blues	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 blues music. They look at how it originated, developed and how it became the basis for popular music of the 20th/21st centuries.</p> <p>When starting this topic, it is important for students to know the history of the slave trade and the importance of this with the Blues. Students learn how it originated and undertake an informative piece of research about what they have learnt.</p> <p>Students then explore 12 bars blues and learn to play it. This is split into four different sections:</p> <ul style="list-style-type: none"> • Section 1 learning the chords • Section 2 learning the bass notes • Section 3 adding improvisation • Section 4 adding lyrics <p>Students are encouraged to try and complete all four sections mentioned above however students are also able to take the sections at their own pace to fully understand what they are playing.</p> <p>Adding improvisation represents a big part of the blues genre and students are able to use these skills to go into other areas of music such as jazz.</p> <p>Students for assessment perform their blues compositions their research task.</p>		<p>Terminology used: Blues notes Riff Genre Scale Improvisation Bass Clef Chords</p> <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 along with checking their work during the lesson.</p>
<p>What prior learning supports understanding of this content?</p> <p>Students have previously explored how to add variations to music this will assist them with their improvisation.</p>	<p>How does this content link to future learning?</p> <p>Students will continue using bass notes and chords they have learnt in future topics, as well as improved skills in improvisation.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Students need to be able to read sheet music to be able to play their theme tunes.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students write about how blues music incorporates different elements of music to create meaning.</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 found in work students booklets at the end of the scheme.</p> <p>Verbal feedback given every lesson from teacher and peers.</p> <p>Marking of the extended written task to include the college marking policy.</p>		