

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 8 Term: Spring 1	Topic: Folk 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>Summary: Throughout this topic students create their own piece of folk music based on a Dartmoor legend. They compose the music and also write their own lyrics.</p> <p>Break down of lessons: Students at the start of this topic learn about the history of folk music and also research different Dartmoor legends which will eventually act as their stimulus for their composition. For inspiration, they also explore songs and composers that have composed music on different Dartmoor legends.</p> <p>Students are given the opportunity to create their own folk songs based on the Dartmoor legends they have researched (or they can write their own folk tale).</p> <p>Students are supported throughout the composition process by being given chord and lyric help sheets, as well as guitar chord and piano note templates.</p> <p>When composing students need to make sure they are considering:</p> <ul style="list-style-type: none"> • Pitch • Dynamics • Tempo • Lyrics • Structure <p>Students for assessment perform the folk songs that they have created.</p>		<ul style="list-style-type: none"> • Folk • Chords • Bass • Lyrics • Verse • Sharps • Flats • Dynamics • Timbre • Texture • Structure • Tempo • Chorus <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 will have explored elements of music such as tempo, dynamics and pitch in previous units to help them understand how this can be applied in their folk song to add meaning and depth.</p>	<p>How does this content link to future learning?</p> <p>Students will develop further understanding of these tools in future units as students explore a song writing topic in year 9.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading help sheet provided to students on Dartmoor legends.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students must write about the folk music that they have researched or write their own folk tales.</p>	
<p>Key assessments:</p> <p><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>		

