

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 8 Term: Spring 2	Topic: Indian 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 classical north Indian (Hindustani) music.</p> <p>When starting this topic, it is important for students to know the history of north Indian classical music, students learn how it originated. They also undertake a piece of research explaining all about different Indian instruments.</p> <p>Students are then given the opportunity to create their own Indian pieces of music. They do this by learning about and creating their own:</p> <ul style="list-style-type: none"> • Tala – rhythmic patterns • Ragas – Different musical melodies that represents different times of days and emotions. • Alaps – improvised compositions, free from pulse. • Gat – fixed composition, usually accompanied with the tabla <p>Students are encouraged to try and use all four elements mentioned above however students are also able to work at their own pace to confirm they are confident in all three.</p> <p>Students are given a help sheet throughout this topic that includes sheet music to three different ragas and also gives information on how to create their own alaps and gats.</p> <p>Students for assessment perform their Indian composition to their peers.</p>		<p>Terminology used:</p> <p>Tala Alap Gat Raga Improvisation Heterophonic Texture Sitar Tanpura Tabla Bansuri Srangi Drone</p> <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.</p>
<p>What prior learning supports understanding of this content?</p> <p>Students have previously explored how to read sheet music. This will assist them when playing different ragas.</p>	<p>How does this content link to future learning?</p> <p>Students will continue using skills such as improvisation and music theory in future units.</p>	<p>Students understanding will be checked in starter and plenary tasks along with checking their work during the lesson.</p>
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Students will be given a help sheet they will need to read to assist them with their compositions.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students write and discuss how traditional Indian music uses elements of music effectively.</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>		