KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 9 **Term: Spring 1**	**Topic: Song Writing**	*Which words will be explicitly taught & how* *Frequently will understanding be checked? How will assimilation of new vocab be checked?*

What is the essential knowledge from this unit? *What do students need to remember and understand?*

Summary: Throughout this topic students compose their own song and/or rap. They compose the melody, bass, chords and also write their own lyrics.

Break down of lessons: Students at the start of this topic learn about different chord progressions and what chords work well together. Students are given time to confirm they feel confident playing all the chords on their chosen instrument. They also learn how to use chords to create melodies and how to strengthen songs by adding a bass line/harmonies/drums etc if needed.

Students are then given the opportunity to create their own lyrics. There stimulus for the lyrics can be of their choosing for example lyrics could be based on politics, love and their hobbies.

Students are supported throughout the composition process by being given chord help sheets and lyric help sheets that suggests lots of different lyric ideas.   They are also helped with structure of a 32 bar song form – looking at intro, middle 8, bridge and outros.

When composing students need to make sure they are considering:
- Melody
- Dynamics
- Tempo
- Texture
- Structure

Students for assessment perform the songs that they have created.

Key terms and vocabulary:
- **Chords**
- **Lyrics**
- **Bass**
- **Melody**
- **Verse**
- **Chorus**
- **Intro**
- **Outro**
- **Middle 8**
- **Instrumental**
- **Harmony**
- **Sharps**
- **Flats**
- **Dynamics**
- **Chord progressions**
- **Timbre**
- **32 bar song form**
- **Structure**
- **Texture**

Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.

Students understanding will be checked in starter and plenary tasks along with checking their work during the lesson.

What prior learning supports understanding of this content? Students will have created their own folk songs previously. This supports this with this project as they understand the basics of lyric writing e.g. having a chorus.	**How does this content link to future learning?** Students will develop further understanding of these tools in future when students explore different bands and genres.
Reading: *Where in the unit are students supported to read complex academic text?* Reading help sheet provided to students. Guitar chord diagrams. piano note name templates/lyric suggestions.	**Writing:** *Independent writing tasks and how they are structured* Students write their own lyrics throughout the unit and evaluate this.

Key assessments:
How will feedback be received?
What will be seen in books?
Written feedback of practical work in PLC 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.