

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 8 Term: Summer 1&2	Topic: Musical Futures	<i>Which words will be explicitly taught & how</i> <i>Frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Summary – This is a scheme that is used throughout all of KS3. This is a fantastic topic where students get to showcase the skills, they have learnt throughout the academic year by forming bands (or they can do a solo project) and learning repertoire of their choice.</p> <p>Students are given a variety of songs they can work on and are given packs with chords, sheet music and lyrics.</p> <p>Students are also encouraged to pick songs of their own choice if they wish. They can research what they need to be able to play the song for example guitar chords or rhythm patterns.</p> <p>Break down of lessons: Students are encouraged to get straight on with learning repertoire after the basic training given in musical futures throughout year 7 and 8. They have band meetings, choose their songs, learn how to properly rehearse, evaluate their own strengths/weaknesses and problem solve.</p> <p>For the second half of the topic students work independently to learn their songs. Teachers are available for help and guidance throughout this topic. Extensions tasks are also given to students throughout. This could be adding variations or learning a new song.</p> <p>Students at the end of this topic will perform their songs to their peers. Students are also encouraged to perform their songs in our annual, outdoor summer festival organised by the KS4 music students.</p>		<ul style="list-style-type: none"> • Sheet music • Tempo • Rhythm • Genre • Variations • Dynamics • Texture • Song Form • Counter-melodies • Harmonies • Key changes • Bridge • Middle 8 • Riffs/loops • Microphones • Amps • Drum kit <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 different types of notation and the elements of music through practical to help them when rehearsing their song.</p>	<p>How does this content link to future learning?</p> <p>Students will develop further understanding of these tools in future units as many extension tasks and activities in include independent work. It will give them the skills to continue to learn music outside of lesson time.</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. Research into the piece of music they choose to learn.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students must keep a journal about what they have accomplished each lesson and what they need to do for next lesson to meet their groups aim.</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>		