

IMPLEMENTATION

Half-term 1							Half-term 2							Half-term 3						Half-term 4						Half-term 5						Half-term 6							
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7

INTENT

<p>The themes for the year/areas of study/the big picture TO BE SHARED WITH STUDENTS (evidence in their books)</p> <p>By the end of year 8, students should be able to:</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically • improvise and compose; and extend and develop musical ideas by drawing on a given range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions, including both treble and bass clefs • identify and use the interrelated dimensions of music expressively and with increasing sophistication using different types of scales and other musical devices • listen with increasing accuracy to a wide range of music from great composers and musicians • develop an understanding of the music that they perform and to which they listen, and its history 						
<p>Binary & Ternary</p> <ul style="list-style-type: none"> • Understand binary, rounded binary, ternary and da capo aria structures • Understand how major, minor and diminished triads are formed • Compose using a given structure • Use cadences • Bass and treble clef 	<p>The Blues</p> <ul style="list-style-type: none"> • Learn about the origins of the blues and its links to slavery • Learn to identify the main components of a blues piece • Learn and perform the 12-bar blues bass line, and chord progression and improvise using the blues scale • Perform a piece of blues music using keyboards/guitars and drum kit • Be aware of the cultural and musical significance of blues music and its impact 	<p>Indian Music</p> <ul style="list-style-type: none"> • Learn about the culture, purpose and impact • Learn about the structure of North Indian Classical music • Gain an awareness of the different elements in a typical performance • Plan and perform in an ensemble 	<p>Reggae</p> <ul style="list-style-type: none"> • Learn about the origins of Reggae music • Understand the impact of Reggae on Western Popular styles • Learn about Mento, Ska, Rock-Steady and Reggae • Perform as a member of an ensemble 	<p>EDM & Sequencing</p> <ul style="list-style-type: none"> • Learn about dance music styles (including Waltz, Tango, Disco, Techno, House, Garage and Pop) • Understand the cultural significance of dance music and how it has developed historically • Gain insight into Baroque, Classical and 20th Century traditions • Learn about recording studios and gain an awareness of the mixing desk, DAW, sequencer and use/placement of microphones • Understand how effects are added such as EQ, reverb, chorus, echo and delay and the effect this has on the music 		

IMPACT

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Topic, Assessment, Readiness	Topic	Assessment Method	Mark Sch / Grade Boundaries	Knowledge / Skills / Understanding to be shared with students
	Binary and Ternary	<ul style="list-style-type: none"> Formative assessment of composition during lessons Audio/video recording of compositions Teacher assessed grade 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Understand binary, rounded binary, ternary and da capo aria structures Understand how major, minor and diminished triads are formed Compose using a given structure Use appropriate cadences (Perfect and imperfect) Use bass and treble clef
	The Blues	<ul style="list-style-type: none"> Peer comments Self-assessment Teacher assessed grades Solo and ensemble Performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about the origins of the blues and its links to slavery Learn to identify the main components of a blues piece Learn and perform the 12-bar blues bass line, and chord progression and improvise using the blues scale Be aware of the cultural and musical significance of the blues
	Indian Music	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about the culture, purpose and impact Learn about the structure of North Indian Classical music Gain an awareness of the different elements in a typical performance Plan composition and perform in an ensemble
	Reggae	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about the origins of Reggae music Understand the impact of Reggae on Western Popular styles Learn about Mento, Ska, Rock-Steady and Reggae Perform as a member of an ensemble
	Dance, EDM & Sequencing	<ul style="list-style-type: none"> Self-, peer- and teacher assessed grades Solo performances Ensemble performances Compositions 	Graded from 9-1. Formative verbal feedback is given every lesson. Audio evidence, departmental mark book and FAR marking in books	<ul style="list-style-type: none"> Learn about dance music styles (including Waltz, Tango, Disco, Techno, House, Garage and Pop) Understand the cultural significance of dance music and how it has developed historically Gain insight into Baroque, Classical and 20th Century traditions Learn about recording studios and gain an awareness of the mixing desk, DAW, sequencer, use/placement of microphones and digital effects