

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

**Term 1: Band Skills 2**

- This unit builds on the work you started in year 7 performing as a band. We will explore more advanced chord patterns and harmonic rhythm, basslines and melodic riffs. You will perform as a small ensemble on instruments such as keyboard, drums, piano and guitar

**Term 2: Blues & reggae**

- In this unit we will explore the context and musical elements of Blues and Reggae music. You will further develop your performance skills by playing in an ensemble and composition skills through improvisation.

**Term 3: Film Music**

- To further develop your skills using music technology to compose, we will explore the topic of film music and create music to enhance a film clip. You will understand the impact music can have on an audience.

**Students rotate between Music and Drama each half term within Performing Arts. On occasion students may complete the topics in a different order to ensure appropriate rooming.**

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> <li>• Self and peer assessment via discussion</li> <li>• Whole class feedback via discussion</li> <li>• Questioning</li> <li>• Termly practical assessment based on performance or composition (teacher assessed)</li> <li>• Termly listening and subject specific vocabulary assessment (teacher assessed)</li> </ul>	<ul style="list-style-type: none"> <li>• All Saints Voices (vocal group)</li> <li>• Peripatetic lessons from specialist teachers for piano, drums, guitar, voice, woodwind and strings (violin and cello)</li> <li>• School musical (singing, acting and dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• Studying a wide range of musical styles and genres</li> <li>• Studying an array of composers and artists</li> <li>• Developing specific musical skills such as vocal technique, instrumental skills, reading musical notation and aural awareness</li> <li>• Explore a range of job roles and careers associated with music and performing arts</li> </ul>

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>• Apprehension around singing and other performance</li> <li>• Understanding Italian terms</li> <li>• Understanding how music benefits all career pathways due to vast number of skills suitable for all employers</li> <li>• Understanding musical notation</li> </ul>	<ul style="list-style-type: none"> <li>• Subject specific vocabulary taught practically through listening, performance and composition</li> <li>• Regular revisiting of vocabulary and key concepts, building key knowledge for GCSE</li> <li>• Knowledge organiser for whole year on back page of student work booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Clear list of subject specific vocabulary for each topic in student workbook</li> <li>• Scaffolded performance and composition tasks</li> <li>• Challenge tasks in work booklet</li> <li>• Solo opportunities for more able performers</li> <li>• Teamwork and ensemble performance</li> </ul>