











# YEAR 8 Summer Term 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: EDM

Curriculum Intent	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p>This scheme of work is designed to help foster understanding of EDM, based around their original project of loops and textures. Pupils will use many skills that they have already learnt but they will input in free form. Pupils will start by recreating a piece in an EDM style, then be asked to experiment with their own melody lines, bass lines, harmonies and textural devices. Pupils will explore the use of music technology and create a piece of music that shows examples of the musical vocab that is used.</p> <ul style="list-style-type: none"><li>• Layered textures</li><li>• Build up and Fade out</li><li>• Beat drop</li><li>• Creating short riffs</li><li>• Creating larger scale pieces</li><li>• Creating contrasting sections</li><li>• Using automation, pan and sweep</li><li>• Exploring electronic effects e.g. reverb</li></ul> <p>Links to National Curriculum</p> <ul style="list-style-type: none"><li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li><li>• </li></ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b></p> <p>Students will work together to learn vocab. Some will ask others and some will help others. Some students will find their IT strengths in this topic and help others with IT issues. Starters use music of WCT and BAME musicians.</p> <p>IT is notoriously temperamental. The ethos 'try 3 before me' will be implemented: If it doesn't work, try again, ask your neighbour, ask someone else, ask teacher.</p> <p>Students choose loops whose sonorities resonate with them. They make decisions about what is 'good' and what will contribute to the whole.</p> <p>Students can choose Loops from all sorts of world musics and cultures.</p> <p>Soundtrap is similar to DAWs used by song-writers in the pop industry which informs a lot of youth culture. Starters use music of WCT and BAME musicians.</p> <p><b>PSHE/British Values:</b></p> <p><b>Skills Builder:</b></p> <div></div>



<b>Numeracy</b>	Students learn how beats are divided and the correlating symbol. Students learn how beats are grouped in bars. Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes. Sections of music are labelled with letters like algebra.			
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> Describe, create, contrast <b>Vocabulary Tier 3:</b> DAW, Loop, Riff, Build Up, Automation, Quantise, Pan, Sweep, audio, midi, beat drop, reverb, effects, climax, arch structure <b>Reading:</b> Reading instructions and following <b>Writing:</b> <b>Oracy:</b> Answering questions.			
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Mention of careers in music production, composition and sound recording			
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:			
<b>QFT/SEND Provision</b>	<b>By product:</b> <b>By resource:</b> <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.			
<b>Implementation Curriculum Delivery</b>	To be able to: To be able to recall how to use Soundtrap To understand the key features of EDM To be able to create a piece using a variety of textures.			
<b>Learning Outcomes (Most Powerful Knowledge)</b>	To be able to recreate a piece of EDM music To be able to record melodies and chords To be able to create drum beats using the beatmaker To be able to control sound in Soundtrap To be able to use Soundtrap controls: automation, quantise, effects To be able to describe music using relevant keywords			
<b>Current learning to be developed in the future within:</b>	ICT 5 – Classical Remix Composing to a brief – year 9			
<b>Assessment</b>	<b>SPR2, SUM1 &amp; SUM2</b>			
	<b>Summative/Formative</b>	<b>Key Marking Piece</b>	<b>Feedback type given</b>	<b>H/WK or Classwork</b>
	One of the following each half term (Due to Music Carousel)			
	Summative	8Spr2 – Class Band 4 (Blues)	Classwork recorded including verbal feedback using keywords	CWK
	Formative	8Sum1 – ICT - EDM	Verbal feedback & radar based on PLC	CWK
	Formative	8Sum2 – Rhythm Workshop	Verbal feedback & radar based on PLC	CWK
<b>Impact</b>	Summative	MS Forms – Year 8 Assessment 2	Vocab and Listening assessment – partly self-marking & feedback sheet	CWK
	Attainment and Progress – Refer to assessment results / data review documentation.			