












YEAR 8 Summer Term 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Rhythm Workshop

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 build further on areas of the Music Curriculum. Students will recap previous chair-drumming skills and build upon it with rhythm grid tasks. This may be extended into drum kit notation. Students will learn the instruments used in Samba and will play a variety of them. They will learn ostinati specific to that instrument and made up by the teacher. They will learn to play in unison and polyphonically as a class. This includes following cues from the teacher. The assessment task requires students to work in small groups to exemplify the vocabulary covered and present it creatively using other musical elements like dynamics, tempo differences. This will also develop performance, composition and improvisation skills. Each topic's PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none">• Characteristics of Samba Music• Instruments used in Samba Music• Performing ostinati• Layering ostinati• Following apito commands• Keeping the beat steady• Performing Groove, Call and Response and Solo sections• Combining Samba rhythms with melodies• Planning structure• Performing with dynamics• Rhythmic improvisation• Conducting the beat and dynamics <p>Links to National Curriculum</p> <ul style="list-style-type: none">• improvise and compose; and extend and develop musical ideas by drawing on a 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• 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• listen with increasing discrimination to a wide range of music from great composers and musicians• develop a deepening understanding of the music that they perform and to which they listen, and its history
Spiritual, moral, social, and cultural development	<p>SMSC: Students will work together as a whole class to create music Students will feel the cohesive nature of performing a groove together Students will explore the traditional music of Brazil - Samba Starters use music of WCT and BAME musicians.</p> <p>PSHE/British Values:</p>

	Skills Builder:         			
Numeracy	<p>Students learn how beats are divided and the correlating symbol.</p> <p>Students learn how beats are grouped in bars.</p> <p>Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.</p> <p>Sections of music are labelled with letters like algebra.</p>			
Literacy	<p>Vocabulary Tier 2: Describe, create, contrast</p> <p>Vocabulary Tier 3: Surdo, Tamborim, Agogo Bell, Groove, Call and Response, Apito, Forte, Piano, Crescendo, Diminuendo, Syncopation, Improvisation, solo</p> <p>Reading: Reading instructions and following</p> <p>Writing:</p> <p>Oracy: Answering questions.</p>			
Becoming future ready	<p>Careers/Employability: Mention of careers in music production, composition and sound recording</p>			
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>			
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>			
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • drum in time • understand basic rhythm grid notation • name the instruments used in Samba • add dynamics to the groove • understand layering, and call and response • compose using rhythmic ostinati • play a Samba melody on keyboard • follow Samba instructions on Apito • create a multi-section piece • improvise a solo • perform as a class 			
Learning Outcomes (Most Powerful Knowledge)				
Current learning to be developed in the future within:	<p>This work should enhance students ability to perform and compose interesting rhythms in year 9 projects.</p>			
Assessment	SPR2, SUM1 & SUM2			
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork
	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
Impact	Summative	MS Forms – Year 8 Assessment 2	Vocab and Listening assessment – partly self-marking & feedback sheet	CWK
	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>			