



## YEAR 8 - ICT 4

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: 4-chord songs



<b>Curriculum Intent</b>	<b>In addition to working further on objectives from KS2 and year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/National Curriculum Links</b>	<p><b><u>Intent</u></b></p> <p>Students are continuing to develop their composing skills. In this scheme of work students will continue to develop melody, using a basic chord sequence as a stimulus, alongside simple music theory – giving them the tools to create coherent music. They will also have opportunities to add drum beats using either loops or the drum editor and effects to their pieces. This Scheme of Work will be delivered using Soundtrap and will give students a framework to help them create a coherent piece of work, and a template for future work. They will understand how the layers of a piece should relate and interact.</p> <ul style="list-style-type: none"><li>• Singing in time, in tune with good breathing, posture and diction</li><li>• Playing the 4-chord sequence</li><li>• Understanding lyrics (structure &amp; rhyme scheme)</li><li>• Developing accompaniment patterns</li><li>• Adding bass notes</li><li>• Improvising melodic patterns</li><li>• Creating riffs</li><li>• Understanding contrast – between verse and chorus</li><li>• Creating different patterns for different sections</li><li>• Using musical elements to create contrast</li></ul> <p>NC links</p> <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</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></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will be working in pairs requiring good listening skills, and developing teamwork skills. Students must communicate sensitively to achieve the best result. Students will be encouraged to identify consonant sounds, rather than dissonant sounds, creating a more coherent feel. Students will be encouraged to make links with music they already know.</p> <p><b>PSHE/British Values:</b> creativity</p> <p><b>Skills Builder:</b></p>



<b>Numeracy</b>	Students use counting to keep in time with the beat <b>Students will need to be aware of the number of syllables on each line of their song</b>
<b>Literacy</b>	<b>Vocabulary Tier 2: Describe, Compare, Input, Control,</b> <b>Vocabulary Tier 3: Ostinato, bass line, chords, primary chords, chord sequence, riff,</b> <b>Reading: analysing song lyrics for structure and rhyme scheme</b> <b>Writing: Students will write a set of song lyrics for their piece</b> <b>Oracy:</b> Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Songwriting
<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 identify ostinato To be able to count the number of beats in a bar To be able to play & input 4-chord sequence To be able to create accompaniment patterns
<b>Learning Outcomes (Most Powerful Knowledge)</b>	To be able to write song lyrics for chorus and verse To be able to improvise melodic ideas using a limited range of notes To be able to combine melody and chords To be able to create related but contrasting verses and choruses  Red denotes interleaving; aspects of knowledge covered previously.
<b>Current learning to be developed in the future within:</b>	MADTSHIRT study will be built on in Set Work 3 in y9 ICT skills will be built on in future ICT SoW
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.