



Music Scheme of Learning

Year 8 Term Five Musicals

Intent – Rationale

Students will explore the world of Musicals in this topic. They will look at how musical theatre has developed through the years and the composers behind it. They will explore the features and characteristics of a musical and the types of songs you might find within a musical production. Students will explore specific composers and their musicals. Students will perform a piece from a musical .

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Each topic we focus on a particular composer, there will be cross-over with the composers of those topics and this topic 	<ul style="list-style-type: none"> Contemporary Music, year 9 term 5 Music through the Decades year 9 term 6
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work 	<ul style="list-style-type: none"> SP, M, SO, C 4, 5 GB4, a, b, f, g, i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>FROM THE LIBRARY <i>Musical Theatre</i>; C. West-792 <i>Staging a Musical</i>; M. White-792 <i>Empire Magazine</i></p>	<ul style="list-style-type: none"> Rhythmic Values Counting Bars



Music Scheme of Learning

Year 8 Term Five Music Icons

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;">Know</p> <p>To recall the notes on the stave in treble and bass clefs To recall the elements of music and their definitions To identify key composers in musical theatre To know the characteristics of a musical and the songs within it.</p> <p style="text-align: center;">Apply</p> <p>To apply musical vocabulary to evaluate the music from musical theatre To apply performance skills to perform music from a musical To apply ensemble skills, ensuring that you are mindful of other parts</p> <p style="text-align: center;">Extend</p> <p>To demonstrate an understanding of the elements of music and how to utilise them to improve our performance To lead an ensemble performance, ensuring that each part is aware of their role</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Musical theatre • West End • Broadway • Soprano • Alto • Tenor • Bass • Solo • Duet • Chorus • Ensemble • Accompaniment • Ballad • Melismatic • Syllabic 	<ul style="list-style-type: none"> • Electronic homework tasks to ensure understanding from lessons • On going assessment for learning in each lesson to check students progress on their performance work • Final assessment of learning in last lesson with a performance from each student, either as an ensemble or solo



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	Can you identify the key features of a Musical?	Can you give examples of Musicals and explain why the Music is suitable?	Powerpoint
2	Can you rehearse a piece from a Musical with two hands?	Can you rehearse a piece from a Musical with two hands, demonstrating good control?	Powerpoint
3	Can you hear musical features within a piece of Music taken from a Musical?	Can you comment confidently about a piece of Music you are hearing, gaining 90% or more in the listening test?	Powerpoint
4	Can you apply your knowledge of music elements to enhance your own performance?	Can you create a performance that is original and unique?	Powerpoint
5	Can you demonstrate sound rehearsal technique?	Can you enable others to get more from their rehearsal?	Powerpoint
6	Can you demonstrate fluency in a performance?	Can you accompany somebody else?	Powerpoint