



Music Scheme of Learning

Year 8 Term Six Music Icons

Intent – Rationale

This topic is intended to enable students to look at the work of Music Icons across the decades with a focus on individuals who have changed the face of Music. This is to enable them to explore a variety of different sounds/ styles and to engage with discussion about how musicians influence each other and how traditions and trends have changed and evolved over the years.

<p>Sequencing – what prior learning does this topic build upon?</p> <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 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> Contemporary Music, year 9 term 5 Music through the Decades year 9 term 6
<p>What are the links with other subjects in the curriculum?</p> <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 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> SP, M, SO, C 4, 5 GB4, a, b, f, g, i
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <p>FROM THE LIBRARY <i>Encyclopaedia of Pop Rock And Soul</i>; I Stambler-781 <i>Finding a Music Style</i>; A Miller-781 <i>Dictionary of Composers</i>; C. Osborne-780 <i>Empire magazine</i></p>	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> Rhythmic Values Counting Bars



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></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 performers in music history who have made an impact on music</p> <p style="text-align: center;"><u>Apply</u></p> <p>To apply musical vocabulary to evaluate the music of performers who are deemed as icons To apply performance skills to perform music of an icon To apply ensemble skills, ensuring that you are mindful of other parts</p> <p style="text-align: center;"><u>Extend</u></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"> • Icon • Musicality • Style • Genre • Ensemble 	<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

KESTEVEN AND SLEAFORD HIGH SCHOOL



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1 What makes an icon?	Can you identify what makes a musical icon?	Can you suggest musical icons and why you believe they have changed music?	Powerpoint
2 Who are your icons?	Can you identify people who have changed music?	Can you refer to changes in specific musical periods?	Powerpoint
3 How has much changed?	Can you apply your knowledge of the history of music to talk about music then and now?	Can you use musical terminology to describe the changes in music?	Powerpoint
4 What makes you an icon?	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 Rehearsal	Can you demonstrate sound rehearsal technique?	Can you enable others to get more from their rehearsal?	Powerpoint
6 Performance	Can you demonstrate fluency in a performance?	Can you lead an ensemble group?	Powerpoint