



Music Scheme of Learning

Year 8 Term Two Folk Music

Intent – Rationale

Students will explore the Music of the British Isles and consider how Folk Music has developed over the years. They will explore different Folk instruments and the styles of different Folk musicians. It is intended that students will be able to perform a piece in compound time and that they will develop their larger ensemble skills as a result of this topic.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>Year 7, term 1 Music Theory, the elements of music and rhythmic features</b>  <b>Year 8 term five Disney and Ensemble Skills – working as an ensemble and the skills required to do this successfully.</b></p>	<ul style="list-style-type: none"> <li>Year 8 Term 4 World Music – looking at musical traditions from around the world</li> <li>Year 9 Term 1 Blues Music – links with British folk music</li> <li>Year 9 Term 2 Jazz Music – development of Blues Music</li> </ul>
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"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>SP, SO, M</li> <li>4</li> <li>A, b, d, e,f, g,h,l</li> <li></li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmical work – counting beats in the bar</li> </ul>



**Music Scheme of Learning**

**Year 8 – Term 2 Folk Music**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b>                      To recall the key characteristics of Folk Music                      To identify the location of a piece of music based on the instruments you can hear</p> <p><b><u>Apply</u></b>                      To perform a piece of British Folk Music                      To perform a piece of Irish Folk Music                      To discuss pieces of Folk Music using the elements of music to identify key musical features</p> <p><b><u>Extend</u></b>                      To perform a more challenging piece with two hands on the keyboard</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Folk                      Community                      Aural Tradition                      Compound Time                      Tin Whistle                      Ensemble                      Instrumental                      Vocal</p>	<p>Listening test to assess students understanding of the theory behind the music                      A performance assessment at the end of the topic to assess their performance skills                      Regular assessment for learning through questioning and performing activities</p>



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	To recall facts about Folk Music	To recall facts about Folk Music and make connections with other styles	Powerpoint
2	To demonstrate some understanding of compound time with support	To demonstrate an understanding of compound time	Powerpoint
3	To demonstrate an understanding of the key features of a piece of music when prompted with focus points	To analyse the music you hear using existing knowledge of the style and the elements of music	Powerpoint
4	To compare different styles of Folk Music and match them to the instruments you can see	To compare different styles of Folk Music and identify them through the instruments you can hear	Powerpoint
5	To identify bars that need more rehearsal and to utilise effective rehearsal technique to achieve fluency	To identify bars in other students' work that need more rehearsal and to demonstrate effective rehearsal technique to achieve fluency	Powerpoint
6	To perform a part from 'Spirit of the Dance', within an ensemble	To perform a more challenging part from 'Spirit of the Dance', within an ensemble	Powerpoint