



Subject: Music

Lead Teacher: Mrs A. Chapman

Year: 8

Curriculum organisation

Students are taught in form groups of 28 students for one lesson per week.

What topics will your child be studying this year?

How will your child be learning?

Autumn Term

- Baroque and Classical Music
- Musical structures – Theme and Variation.
- Composition techniques such as tonality changes, texture, tempo and melody.
- Traditional notation.
- The Blues – Historical origins and cultural significance.
- Techniques for composing a Blues.
- General appraisal skills.
- Ukulele unit – basic chord patterns and strumming techniques.

Spring Term

- Film music – composition techniques in a range of film genres such as horror, animation and action.
- Group composition tasks - create a soundtrack to fit a given trailer.
- Ensemble performance
- General appraising based around film music and key composers.
- Ground bass compositions.

Summer Term

- Cover songs – Song structures and learning how artists vary original songs.
- Ensemble and solo performance
- General appraising

- Whole class discussion
- Pair work
- Group work
- Composition
- Scoring and notation
- General appraising
- Performance

Equipment needed for lessons

- Standard school stationery
- Own instruments if applicable.

What can you do to support your daughter?

- Share own musical tastes
- General appraisal of different styles
- Go through note names and rhythms.
- Encourage independent rehearsal time at home.

How will learning be assessed and progress measured?

- Students will peer-mark both formally and informally for each unit.
- Practical assessments for each unit.
- Key homework tasks will be graded using the NGHS Marking Policy

Extension & Enrichment opportunities

- Extra-curricular performance opportunities
- Composer of the Week – Focus on a range of composers and key pieces.
- House Music competition.
- Folk ensemble, ukulele club, choir, orchestra, saxophone ensemble

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.

Inclusion in Music at KS3

- We study an eclectic and diverse range of composers and musical genres from all ethnicities and identities.
- Within music, students are encouraged to demonstrate their musical tastes and to comment critically upon the works of others. Students musical tastes are encouraged through discussion and when choosing repertoire for performance.
- All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all.

<ul style="list-style-type: none">• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.• Students with ADHD are given movement breaks, fidget toys and lessons are broken down to aid concentration.• Students are seated according to their needs, students work with the SENDCo to decide upon this.	<ul style="list-style-type: none">• Use of visual and audio cues to support processing of written text.• Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.• Differentiated sheets are provided for practical work to ensure that the tasks are accessible for all.
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If you have any questions about this Learning Overview, please contact the named Teacher above.