KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

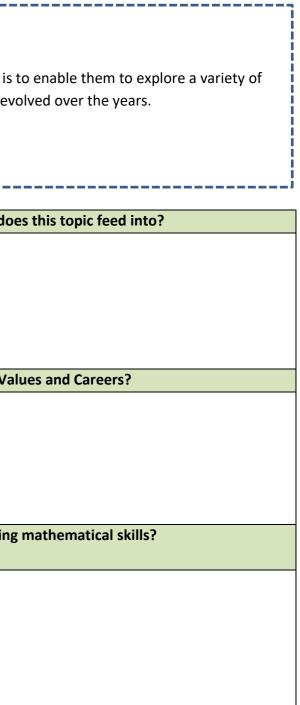
Year 8 Term Six Music Icons

<u>Intent – Rationale</u>

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.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning do		
Each topic we focus on a particular composer, there will be cross-over with the composers of those topics and this topic	•	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 Va	
 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 	•	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	
FROM THE LIBRARY Encyclopaedia of Pop Rock And Soul; I Stambler-781 Finding a Music Style; A Miller-781 Dictionary of Composers; C. Osborne-780 Empire magazine	•	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? <u>Know</u> 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 Apply 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 Extend 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 What subject specific language will be used and developed in this topic? What opportunities are available for assessing the progress of students? • Electronic homework tasks to ensure understanding from lessons Icon • On going assessment for learning in each lesson to check students progress on their performance Musicality • Style work • Final assessment of learning in last lesson with a performance from each student, either as an Genre • ensemble or solo Ensemble •



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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	Powerpoint
		they have changed music?	
2 Who are your icons?	Can you identify people who have changed music?	Can you refer to changes in specific musical	Powerpoint
		periods?	
3 How has much changed?	Can you apply your knowledge of the history of	Can you use musical terminology to describe the	Powerpoint
	music to talk about music then and now?	changes in music?	
4 What makes you an icon?	Can you apply your knowledge of music elements	Can you create a performance that is original and	Powerpoint
	to enhance your own performance?	unique?	
5 Rehearsal	Can you demonstrate sound rehearsal technique?	Can you enable others to get more from their	Powerpoint
		rehearsal?	
6 Performance	Can you demonstrate fluency in a performance?	Can you lead an ensemble group?	Powerpoint
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