

Year group 8 (Term 3)	Classical Music: Winter - Vivaldi / Pavane - Faure
Prior learning- linked to National curriculum	<p>Programme Music - Pictures at an Exhibition Mussorgsky - Elements of Music - MAD T Shirt Marches - Oh When the Saints - basic skills in performing, composing and playing a simple rhythm Drumming - Samba/ West African Rhythms - broader understanding of rhythm, time-keeping, ostinato composition Folk Music - Volga Boat Song - simple 5-finger tune on keyboards and had opportunities to specialise on other instruments Blues - Cops and Robbers - Students have also been introduced to notation (reading and writing). Classical Music - Ode to Joy - Beethoven - explored percussion instruments, singing and keyboards. Simple notation/ 5-finger technique</p> <p>Let it Be - The Beatles - In depth study of structure/ texture through listening. Development of Instrumental playing and potentially harmony singing.</p> <p>Ballads - Hallelujah - Focus on Chords, voicings and Inversions. Focus on Rehearsal Technique, and Further instrumental Performance skills. There is an extended range of notes and a development in terms of the range of chords required for a complete performance.</p>
Covid gaps	As Above
Rationale	<p>The study of Classical Music continues from Yr 7 where the students were introduced to Mussorgsky and Beethoven. Through Vivaldi and Faure we particularly explore Texture, again encouraging students to work together but with significant departures for our more able students in the extension section of Winter particularly. In order to complete Winter effectively students need to have a good grasp of music literacy and ability to read at least 2 lines of music concurrently. Students are assessed on Concentration, Performance Skills and Accuracy. They are more fully introduced to Key Signatures, Accidentals, and Expression such as Phrasing. Arpeggiated Bass (Alberti) and Counter-Harmony.</p>
Vocabulary:	Keywords MAD.T.SHIRT (<i>melody, articulation, dynamics, tempo, structure</i> , harmony, <i>instruments</i> , rhythm, <i>texture</i>)
Cultural Capital:	<p>This develops the exploration of Classical Music established in yr 7 with Ode to Joy. We go one era back into the Baroque with Vivaldi and one Era forward into the Romantic era with Faure giving the students a broad experience of the whole Classical repertoire. The Faure piece has been sampled and remixed by the girl group Little Mix and one of our lessons focuses on the updating and reimagining of Classical themes in Modern Culture.</p>
Key assessments- name the assessments	Formative listening assessments: 1 (MadTShirt), 2 Venn Diagram (Pavane/Little Mix), 3 Summative practical assessment based around Concentration , Performance Skills such as Dynamics, Expression and finally Accuracy.
What do children know/ can do now (EDSM)	<p>E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.</p>
What amendments are you going to make following evaluation of this module?	