




## YEAR 8 -ICT 3

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Reggae



<b>Curriculum Intent</b>	<b>In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/National Curriculum Links</b>	<p><b><u>Intent</u></b></p> <p>This scheme of work is designed to build on performance and listening skills students have learnt to fulfil different areas of the Music Curriculum. Alongside their study of this piece, students will learn to sequence sections of the piece, gaining skills in controlling ICT using the Soundtrap program. As a set work, students will study the structure of the piece including similarities and differences between sections and be able to apply their knowledge and understanding of the vocabulary covered thus far. Each topic's PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none"><li>• Singing in time, in tune with good breathing, posture and diction</li><li>• Playing different parts accurately</li><li>• Understanding the Soundtrap screen</li><li>• Step input / recording in simple parts</li><li>• Adjusting / quantising for accuracy</li><li>• Balancing parts</li><li>• Choosing sounds</li><li>• Understanding the characteristics of Reggae music</li><li>• Understanding the background / culture of Reggae music</li></ul> <p>NC links</p> <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will be singing as a class and work in small groups (<b>social</b>) on their parts. During performances, students will listen to peers in silence to show respect. Even though students will be grouped mainly by similar level of musical skill, the skills within will be varied. Students must communicate sensitively to achieve the best result. Reggae music is closely linked with Rastafarianism which will be a new concept to many students. It also shows how music and belief can be explicitly linked outside of the Christian faith. Reggae music is closely linked with Jamaican culture. This subject exposes students to the differences here.</p> <p><b>PSHE/British Values:</b> Tolerance</p>

	<b>Skills Builder:</b> 
<b>Numeracy</b>	<p>Students sing the melody and then the fret numbers as a pre-cursor to playing the riff.</p> <p>Students see and then play how the three layers relate to each other: Chords on beats 1 and 3, skank on beats 2 and 4, riff starts on beat 2.</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2: Describe, Compare, Input, Control,</b></p> <p><b>Vocabulary Tier 3: Bass, Riff, Skank, Melody, Guitar, Voice, Verse, Chorus, Rimshot, off-beat, syncopation, track, quantize</b></p> <p><b>Reading:</b> Students will read / sing song lyrics . Students will read information about Reggae and its cultural setting</p> <p><b>Writing:</b></p> <p><b>Oracy:</b> Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> ICT literacy</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p>To be able to sing and play '3 Little Birds' (using available instruments)</p> <p>To be able to input the bass line</p> <p>To be able to input the skank chords rhythm</p> <p>To be able to create a drum kit part including a syncopated rimshot</p> <p>To be able to organise the structure</p> <p>To be able to play in time and to quantize</p> <p>To be able to edit note pitch, length and velocity</p> <p>To be able to balance parts using volume control and automation</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<p>MADTSHIRT study will be built on in Set Work 3 in y9</p> <p>ICT skills will be built on in future ICT SoW</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>