

Curriculum Outline 2023-24: ART

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sketchbook cover designs <u>Fantasy Houses</u> Design 3D modelling with paper Ceramics. Translating 2D designs to 3D Art communicates in every sense. Artists make marks drawing our attention		<u>All about Colour</u> and Colour mixing. Revise primary/ secondary and intro Tints, tones and shades	<u>Telling stories:</u> (narrative art) Perspective drawing, conveying a story through images. Illustration, Art as story Painting Colour theory Design Lettering Art engages - head, heart and hands	<u>Disguise</u> 3D Drawing, coloured pencil blending, layering, creative design Performance art	
LITERACY	Understanding key words associated with ceramics; writing instructions; artist research		Learning key words. Presentation of information	Discussing art; analysing images, using inference; Evaluating processes and work. writing stories based on art work. learning to read an image - visual literacy.	Discussion, Talking about art	
NUMERACY:	Accuracy, measurement, 3D shapes key words.		Proportions and simple ratio of amounts. Understanding patterns	Understanding of 3D shapes in perspective, using and applying ratio and proportion in terms of mixing colours. discussion of layout principles of design.	measuring and constructing, being accurate.	
SMSC/Creativity/ Careers Focus	Working together, understanding processes, teamwork <u>Artist focus: Hundertwasser.</u> Understanding of the local environment. Artist links with Eco movement and care for the planet. Study of an artist as architect and links to this as a career path. Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.		Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.	<u>Artist focus: Grayson Perry, The Singh Twins, Baeux tapestry, Chagall, Kerry James Marshall and others</u> Understand that artists from across time and culture tell stories about the world they live in as well as illustrate fiction in order to get a message across.	<u>Artist Focus: Tom Goddard, Saul Steinberg,</u> multicultural references.	

Year 6	<p><u>Surface pattern design -printmaking</u> printing techniques, using textures, building up layers, collage. Pattern design techniques on paper and digital.</p>	<p><u>Drawing skills:</u> <u>Observation</u> Learning how to see. Techniques for drawing; tonal shading and making objects look 3D, exploration of tools and materials. Artists play with ideas, concepts and failure</p>	<p><u>Still life - learning to see</u> Colour mixing, including complementary colours, painting and Observation, materials, colour theory, drawing using a wider range of materials, mark making, experimentation including coloured materials. Natural forms and everyday objects. Artists make marks, drawing our attention</p>	<p><u>Batik/ textile design</u> extension of the surface pattern unit to develop experience using a traditional method of fabric design.</p>
LITERACY	Research, Talking about art, analysing art, evaluations	Evaluations and reflections. Talking about art.	Research, Talking about art, analysing art, Evaluations. discussion using the Superpower of looking.	key words associated with Batik. instructions
NUMERACY:	Understanding how translating shapes can relate to pattern making, understand symmetry and rotation within pattern making.	Revising language around 2D and 3D forms. Approximating, Understanding proportion	How artists use grids to help enlarge and scale their work.	Understanding of pattern and repeat - this builds on work completed earlier in y6
SMSC/Creativity/ Careers Focus	Artist focus: William Morris, Michael Craig Martin, Kate Frances, Rachel Moore Surface pattern design as an interior design career option - working as a designer. Understanding design as part of everyday life.	Wellbeing, resilience, observations.	Artist focus: Sarah Graham, Wayne Tiebould, Paul Cezanne, Picasso, Art as a representation of life. Historical understanding of Still life paintings.	Understanding of techniques used in fabric production across the world as it is used as a decorative technique and an art form

<p>Year 7</p>	<p><u>Image and Identity - Portraiture</u> Building on previous drawing skills. further experimentation Developing observation skills and painting skills. Learning to capture mood and emotion. Revisiting colour theory. Art has its own vocabulary - shaped over time and space Artists use and abuse traditions</p>	<p><u>Fantastical Figures</u> Drawing, ceramics – thumb pots and coil technique, building on 3D design skills, Design, adaptation, ICT, digital photo manipulation Art has value in unequal measures Art is not fixed in meaning context is everything</p>	<p><u>Abstract Art</u> Drawing and painting, printmaking, experimental work, using layers and building up an image. Digital Animation Art has its own vocabulary - shaped over time and space Art is not fixed in meaning, context is everything</p>
<p>Extended Literacy opportunities:</p>	<p>Talking about art - the super power of looking. Inference and decoding of images. Analysing art. Pen portraits, artist research</p>	<p>Research into mythical and fantasy creatures in fiction and film/games. research into artists that create these types of images. Talking about arts, analysing images, imaginative writing - creating scenarios</p>	<p>Talking about art, working in teams and using discussion to develop ideas. Evaluating progress. Research</p>
<p>NUMERACY:</p>	<p>Understanding the proportions of the human face. measurement</p>	<p>Understanding proportion, balance and mass.</p>	<p>Use of shape, balance and measurement to create images. revisiting 2D shapes and their properties, possibly considering translation of shapes and tessellations</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist Focus: Picasso, Kahlo, Nielly, Jover, Hockney and others Developing perseverance, resilience, teamwork, problem solving skills. Developing respect for others, self expression and self esteem</p>	<p>Artist Focus: Ellen Jewett, Kate Clark, Scott Radke, Sharlena Wood, Charles Avery. Model making as part of games design and special effects in film and TV. Students work as designers. links to storyboard artists, model makers for film and TV. Links to London trip and WB studio tour visit.</p>	<p>Artist focus: Matisse, Kandinsky, Miro, Klee, Rothko, Hirst, Kusama, Gillian Ayres Working in partnership with others. problem solving and teamwork.</p>

<p>Year 8</p>	<p><u>Getting the message across - art for social action.</u></p> <p>Making art with a message for a reason. Research, digital art, Examining art that recognises and promotes people of influence. Creating art that expresses students' own views.</p> <p>Art Communicates in every sense.</p> <p>Art makes people powerful, for good and bad</p>	<p><u>Collage and Distortion - Surrealism</u></p> <p>Collage, painting, drawing, printmaking, photography. appropriation. digital art. Explore how artists use and misuse images created by others.</p> <p>Understand and explore how the surrealists created their work and develop that for a contemporary context.</p> <p>Art makes people powerful for good and bad.</p> <p>Art communicates in every sense</p> <p>Artist play with ideas, concepts and failure</p>	<p><u>Architecture.</u></p> <p>Drawing, mixed media, design, modelling, construction, collaboration, sculpture. Examining the work of artists who focus on both the illustration of architecture to those who create design for different living and working spaces. Examining historical and contemporary styles and approaches.</p> <p>Art communicates in every sense.</p> <p>Artists play with ideas, concepts and failure</p>	<p><u>Manga</u></p> <p>create manga inspired art, learning key techniques for drawing figures, faces and animals. create their own manga style cartoon.</p>
<p>Extended Literacy opportunities:</p>	<p>Researching people of influence, Using slogans, researching artists and analysing art. Talking about art. reflecting on progress and the process of making art and evaluating work.</p>	<p>Discussions - what is art? researching and developing ideas. Expressing opinions, learning key words. revising grammar and sentence structure for exquisite corpse game. Develop performance art.</p>	<p>research into artists/ architects. Discussion of ideas and collaboration. planning, reflection and evaluation of designs/ making.</p>	<p>Understand storyboards as used to create animated films. Make links to fiction studied in English lessons to capture their ideas.</p>
<p>NUMERACY:</p>	<p>Using proportions of the face to create imagery. accuracy of measurement and using ratio and proportion to develop work.</p>	<p>Measurement and accuracy during 3D work - construction. understanding balance, ratio and proportion</p>	<p>Understanding the structure of more complex nets used within architectural designs and use some of these within their work. Perspective and scale within urban painting and drawing.</p>	<p>understand proportions used in figure and facial drawing - specifically related to manga style art.</p>

<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: Shepherd Fairey, Banksy, Hundertwasser, Brabara Kruger, Jenny Holzer, Picasso etc</p> <p>Understand that art can be used to convey a message and has been used throughout history as a tool to change society.</p>	<p>Artist focus: Dali, Destroy Rankin, Peter Blake, Hannah Hoch, Tomaselli etc</p> <p>Explore ideas of ownership in art. What are the ethics of using images created by other people. Develop ideas in groups and work together to realise intentions.</p>	<p>Artist focus: Zaha Hadid, Bjark Engles, Sunga Park, Frank Lloyd Wright, and others</p> <p>Explore architecture illustration as a graphic designer. explore the role of architect and architectural technician as careers choices. work collaboratively with others to realise intentions.</p>	<p>A range of Anime and Manga artist styles will be referenced. Links to illustration and animated film making as career opportunities.</p>
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Curriculum Outline 2023-24: DT

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Baseline assessment: Alessi Design and make a prototype of their own ALESSI inspired product, to assess pupils working level. Textiles: Bookmark / stocking Design and create a felt based product. Using basic sewing skills attaching materials together.		Food Technology Understanding and applying the EatWell guide. Introduction to food preparation while making mainly healthier choice snacks.		Resistant Materials: Pencil tidies. Introduction to the workshop. Identifying potential hazards to have an understanding of health and safety implications. Design and make a pencil tidy using sawing, pillar drilling and sanding skills.	
LITERACY	Design ideas, spellings of key words. Practical logs. Peer feedback. Evaluation. Discussing key vocabulary.		Instructional writing for washing up. Using basic recipe / instruction sheets. Evaluations. Key vocabulary and definitions. Sensory analysis descriptors.		Identifying hazards in the workshop. Instructional writing. Verbal and written instructions. Explaining key terminology. Evaluation.	
NUMERACY:	Accurate measuring and cutting. Discussing 3D shapes		Discussion about 3D shapes linking to safety grips. Proportions linking to the EWG. Star diagrams.		Accurate measuring to saw / drill.	
SMSC/Creativity/ Careers Focus	Teamwork and problem solving skills using materials safely and effectively. Design and marketing jobs within Alessi. Design and create prototype.		Teamwork and problem solving skills. Design and make own sandwich using the EWG using ingredients and equipment safely and effectively. Food hygiene - Environmental health careers.		Using materials and equipment safely and effectively. Problem solving skills. Skills and jobs related to the task.	

<p>Year 6</p>	<p>Engineering Looking at which shape(s) are strongest and why. Researching current designs. Applying this to their own design idea. Creating a bridge as a team that has to fall within a budget.</p>	<p>Textiles Look at emotions and their meaning and how we draw them. Design and create an emoji keyring. Recapping textiles skills from Y5 as well as having a go at needle felting.</p>	<p>Food Technology Noodle pots project. Looking at the advantages and disadvantages of noodle pots. Completing a range of sensory analysis. Designing and creating dried and fresh noodle pots - which one is better?</p>	<p>Graphics: Popup cards Research to inform own design idea and challenge level. Create own graphics card. Cutting, sticking, scoring, joining and manipulating cardboard.</p>
<p>LITERACY</p>	<p>Research, hats evaluations, design ideas (key vocabulary), overall evaluation.</p>	<p>Design ideas, practical logs, discussion, evaluation.</p>	<p>Reading, using and writing recipes. Advantages and disadvantages compare and contrast. Sensory analysis words. Evaluations.</p>	<p>Research, design ideas, using written instructions. Evaluation.</p>
<p>NUMERACY:</p>	<p>Shapes and their properties. Budgeting.</p>	<p>Measuring and cutting accurately.</p>	<p>Weighing and quantity of ingredients.</p>	<p>3D shapes, measuring, accuracy and symmetry.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Teamwork, problem solving skills. Design in a group. Job roles within group work. Discussion.</p>	<p>Problem solving skills, using materials safely and effectively. Design own. Chinese New Year focus.</p>	<p>Teamwork and problem solving skills, using equipment and ingredients safely and effectively. Design and make own products. Jobs linked to activities completed.</p>	<p>Problem solving skills using materials and equipment safely and effectively. Design and make own pop up card. Looking at bespoke card making as a career.</p>

<p>Year 7</p>	<p>Food Technology: Knife skills To refine basic knife skills from previous years. Theory around food waste, farming methods, the factors that affect the cost of foods and how nutrients work in the body.</p>	<p>Textiles: Anti Bullying What a bully is and how a textiles product could be used to support someone being bullied. Look into colour and emotion (building from Y6) choices and meanings. Design and create own cushion or mascot building upon previous skills striving for neat seams and professional finishes.</p>	<p>Resistant Materials: Sweet Dispensers Cup CAM toys Isometric drawing for design ideas. Demonstrate safe use of tools and equipment. Use of different saws, pillar drill, hand drill and other hand held tools. To accurately shape and finish materials. Carrying out quality control checks</p>
<p>Extended Literacy opportunities:</p>	<p>Following instructions and recipes. Evaluations. Creating a balanced argument using evidence.</p>	<p>Colour associations. Design ideas, practical logs, feedback and evaluations. Definitions.</p>	<p>Following written instructions. Definitions, evaluations.</p>
<p>NUMERACY:</p>	<p>3D shapes in relation to knife safety grips. Size / surface area. Timing.</p>	<p>3D shapes (seams) nets / templates. Measuring and accuracy. Symmetry.</p>	<p>3D shapes and isometric drawing. Discussing properties. Measuring and accuracy. Using equipment such as set squares for angles and gage. Problem solving.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Teamwork and problem solving skills, using ingredients and equipment safely and effectively. Dedicated careers lesson. Design and make own product.</p>	<p>Problem solving skills, using materials and equipment safely and effectively. Anti-bullying. Design and make own product.</p>	<p>Problem solving skills, using materials and equipment safely and effectively. Design and make own products.</p>

<p>Year 8</p>	<p>Food Technology: Carbohydrates To look closely at how carbohydrates work in the body (building upon last year). Demonstrating the skills required to create a range of baked carbohydrate based products. To identify the function of ingredients and modify recipes. Identify the function of the ingredients within the recipe.</p>	<p>Textiles Techniques Look at wool as a material from a raw material to yarn. Try spinning and dyeing. Then looking at African Kente weaving patterns to weave small decorative panels.</p>	<p>Resistant Materials / Electronics: LED door signs To design and make own electronic door sign. Recap and refine use of a coping saw to shape wood and sanding to refine the product. To solder a circuit board. To heat mould acrylic and assemble parts.</p>
<p>Extended Literacy opportunities:</p>	<p>Recipe reading and adaption. Discussion. Definitions of key words.</p>	<p>Research, practical logs and evaluations. Definitions of key words.</p>	<p>Design ideas, name and role of components.</p>
<p>NUMERACY:</p>	<p>Weighing, measuring, role of ingredients and their quantities. Scaling recipes. Timing.</p>	<p>Weaving, patterns and problem solving.</p>	<p>Accuracy, measuring and problem solving.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Team work and problem solving skills, using ingredients and equipment safely and effectively. Diabetes myth busting. Design and make own products. Careers linked to activities completed, e.g, nutritionist when looking at diets.</p>	<p>Problem solving skills. Jobs involving the specific techniques covered. Design and make own product.</p>	<p>Problem solving skills, using materials and equipment safely and effectively. Design and make own product. Careers surrounding the activities.</p>

Curriculum Outline 2023-24:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sing up! <i>Pupils will expand their vocal skills to sing songs of varying pitch range. Pupils will learn to perform separate parts to others and begin to sing in 2 & 3 part harmony. They will also learn to perform in front of others and to perform as part of an ensemble.</i> A range of songs will be studied including: <ul style="list-style-type: none"> • Billy the Kid, • Hey Mr Miller, • Make Your Own Kind of Music, • Love As Our Guide 		Ukulele - 4 chord songs <i>Pupils will begin to develop their notation reading, both standard and tablature, in order to play a number of chords. Pupils will also develop their aural, in order to play along correctly with tracks. Pupils will also learn to improvise various strumming/rhythmic patterns.</i> Pupils will be taught to play four 'basic' chords, C G Am F and more complex chords, D A Em Bm. Pupils will get the opportunity to perform in whole class group & smaller ensembles with and without backing tracks.		Whole Class Brass; <i>Pupils will continue the development of their performance and ensemble skills. Pupils will be taught the rudiments of playing the cornet. They will also learn about scales and how they are formed, focussing primarily on C Major. Pupils will learn about the orchestra and other ensembles that include brass, as well as study of other orchestral families.</i> Pupils will play music from Big Shiny Brass & Puzzle Pieces to perform as part of an ensemble. These pieces are split into varying levels of difficulty to make the music accessible to all.	
LITERACY	Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'. Developing an understanding of key musical elements/terms - Spelling tests.		Developing an understanding of key musical elements/terms - Spelling tests. <u>Homework project - Ukulele instruction sheet</u>		Developing an understanding of key musical elements/terms - Spelling tests. <u>Homework project - Research the Orchestra.</u>	
NUMERACY:	Understanding basic notation durations - 2, 1 and ½ beats. Use of modelling to understand beat and bar lengths.		Development of basic notation durations - addition of ¼ beats to patterns. Use of modelling to understand beat and bar lengths.		Demonstration of the range of basic notation durations - counting and playing beats/patterns using these values.	
SMSC/Creativity Focus	Teamwork - In this topic, pupils must learn to listen to others within their small working group and whole class situation, in order to sing in time and in tune. Creativity - Pupils will have to experiment with methods of adapting their voice to blend and balance within a musical performance.		Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, i.e. how to hold the instrument, what fingers are used to press strings etc. Teamwork - pupils will need to work with others to structure and order performances of various songs.		Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, specifically how to tighten and loosen their lips to make a sound.	

			Creativity - Pupils will explore how to order notes and rhythms to create their own unique short pieces of music.
Year 6	<p>Keys and Harmony <i>Pupils will further develop their understanding of written notation, through introducing simple melodies, scales and chordal harmony. Pupils will continue to develop their aural skills and understanding of timing, introducing simple syncopation.</i></p> <p>A range of tunes will be used including:</p> <ul style="list-style-type: none"> • The Lion Sleeps Tonight, • Various Christmas tunes, • Twinkle Twinkle - links to Mozart • Ode to Joy - links to Beethoven <p>Pupils will get the chance to compose their own short pieces of music, using Libertango as a guide.</p>	<p>World Music Gamelan/ West African <i>Through the study of Gamelan & West African music, pupils will demonstrate their increasing knowledge of syncopation and ability to count whole beats and their subdivisions. Pupils will use tuned and untuned percussion to perform and create increasingly complex musical pieces.</i></p> <p>Pupils will perform music and tunes specific to the area of study.</p> <p>Pupils will also compose and perform a Gamelan style piece that they create, as part of a wider group.</p>	<p>Just Play! <i>Pupils will draw together the skills they have been taught over the KS2 curriculum to work in an ensemble to perform a given piece of music. This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Through performance, pupils will aim to demonstrate their growing understanding of:</p> <ul style="list-style-type: none"> • Various notation - standard and tab, • How to form a performance, • How to use rhythm and pulse correctly, • Create own rhythmic and melodic riffs to enhance the work further <p>Choice of song from the following:</p> <ul style="list-style-type: none"> • Times Like These - Foo Fighters • Songbird - Oasis • Shotgun - George Ezra
LITERACY	<p>Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'.</p> <p>Research of Latin American music, linked to study of Libertango. Short story to match with composition task.</p>	Reading Comprehension tasks	<p>Reading Comprehension tasks</p> <p><u>Homework project - Research a pop musician/ensemble.</u></p>
NUMERACY:	Introduction of syncopation, focused against a pulse of 4.	Understanding of non sequential rhythmic patterns, i.e. changing patterns per bar and use of off beat (syncopated) heavy melodies.	Demonstration of the range of notation patterns through performance and composition.
SMSC/Creativity Focus	Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.	Teamwork - In this topic, pupil must work together to understand and perform complex patterns. They will need to communicate a way to ensure they understand how to keep in time with a beat, whilst counting the subdivision of their own part.	Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.

	Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	They must choose roles within the group that play to the different strengths of individuals. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.
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<p>Year 7</p>	<p>Find Your Voice: <i>Pupils will build on the vocal skills studied in KS2, learning to identify vocal and instrumental parts aurally and then replicate them using their voice.</i></p> <p>Pupils will expand on ensemble skills taught in KS2 to create unique group performances of a track of their choosing.</p>	<p>Songwriting: <i>Pupils will learn about song structure and how chord progressions are used in popular music.</i></p> <p>Pupils will learn how to create lyrics and link them to rhythmic patterns and perform over premade instrumental loops and chords performed on keyboards or string instruments.</p>	<p>The Guitar <i>Pupils will learn the rudiments of playing the guitar. Pupils will also further expand their understanding of rhythm and chord sequences.</i></p> <p>Pupils will study the following songs in this topic: Wonderwall - Oasis Three Little Birds - Bob Marley Boulevard of Broken Dreams - Green Day</p>	<p>Mozart - Theme & Variation <i>Pupils will put to use their growing knowledge of pitch, harmony and rhythm to create a piece of music in the style of Mozart.</i></p> <p>Pupils will be taught introduced to the bass clef and an increasing range of scales.</p> <p>Music studied will include: Ah vous dirai-je, Maman, Rondo Alla Turca, Eine kleine Nachtmusik</p>	<p>Remixes <i>Pupils will learn to use a DAW to create a remix of a popular song.</i></p> <p>Pupils will further develop their understanding of structure, instrumentation and rhythm & pulse, to create a unique piece of music.</p> <p>Pupils will be taught how to use features of a DAW in order to create a piece of music.</p>	<p>Pop Music <i>Pupils will make use of a DAW in order to create a pop song.</i></p> <p>Pupils will use knowledge gained during the year to ensure they create a piece that uses the correct structure, makes use of a 4 chord pattern and includes a vocal part, using work from their songwriting topic.</p>
	<p>Extended Literacy opportunities:</p> <p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>	<p>Pupils will be given the opportunity to create lyrics to a song.</p> <p>Various styles of writing will be used, including use of short stories and acrostic poems.</p>	<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>		<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>	

NUMERACY:	Introduction of different time signatures and how to count their subdivisions.		Use of dotted rhythms in composition, further dividing the beat into $\frac{3}{4}$ and $\frac{1}{8}$ beats.		Use of bar modelling to link with DAW drum sequencing.
SMSC/Creativity Focus	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will need to use their initiative to adapt a starting idea to create a piece of work unique to themselves.</p> <p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>Problem solving - Pupils must adapt when they encounter problems with parts of their work.</p>		<p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>
Year 8	<p>The Blues <i>Pupils will learn the history of the blues and the role it plays in popular music history.</i></p> <p>Pupils will use practical skills learnt in prior years to perform a 12 bar blues sequence and syncopated melody.</p> <p>Pupils will be taught improvisation techniques specific to the genre &</p>	<p>Samba <i>Pupils will learn about the history of samba and how syncopated rhythms and polyrhythms are used to make the music come alive.</i></p> <p>Pupils will recall and use various ways of counting and reading different patterns to perform complex patterns.</p> <p>Pupils will create their own improvised solo to perform within a group samba performance.</p>	<p>Soundtracks <i>Pupils will study how film composers create music to reflect the mood that a film director is trying to convey.</i></p> <p>Pupils will learn about the use of leitmotif in the genre and the links to character, moods and ideas.</p> <p>Pupils will also learn about other specific musical devices usually found within the genre.</p> <p>Pupils will compose their own short soundscape to accompany a movie scene.</p>	<p>Rap Music <i>Pupils will learn how to create rap melodies, building on their previous songwriting work in Year 7.</i></p> <p>Pupils will learn how to create lyrics to fit the genre, making use of rhyme and fitting into a rhythm cadence.</p> <p>Pupils will then further develop their skills in using a DAW to create a track which they will perform over and record.</p>	<p>Rock Band Ensemble Project <i>Pupils will draw together all the skills and knowledge they have been taught over KS2 & KS3 to create their own group. This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Pupils will work together to create a performance of a song of their choice, making use of any equipment available to them, including music tech. Pupils will present their work as an end of year performance.</p>

Extended Literacy opportunities:	Pupils will be given the opportunity to create lyrics in the blues style.	<u>Homework activities - Listening logs.</u> Pupils will be set at least 2 listening tasks per term where they must give written responses.	<u>Homework activities - Listening logs.</u> Pupils will be set at least 2 listening tasks per term where they must give written responses.	Pupils will be given the opportunity to create their own rap lyrics. Links will be made to Shakespeare poetry studied in English lessons.	Careers in Music Pupils must research and answer questions relating to various career paths that are available in the music industry.	<u>Homework activities - Listening logs.</u> Pupils will be set at least 2 listening tasks per term where they must give written responses.
NUMERACY:	Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Demonstration of the range of notation patterns through performance and composition.	
SMSC/Creativity Focus	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.</p> <p>Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>	