



Big Question

AoLE: EXPRESSIVE ARTS	Subject: MUSIC	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Can you play in an ensemble?	Learners will practise and perform the song <i>DAKOTA</i> by The Stereophonics. Through this learning experience they will perform either on an instrument, or vocally and maintain a part in a whole class performance. They will use oracy and whole class discussions to set targets to improve and refine the ensemble performance. They will also learn about tempo and dynamics and music in wales. Learners will produce a recording of a whole-class performance at the end and a literacy task, reflecting on progress - using <b>connectives</b> .	Learners will have a solid baseline with performing their instrument or singing. They will have also performed in a smaller ensemble previously.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.</p> <p>I can critically evaluate the way artists use discipline-specific skills and techniques to create and communicate ideas.</p> <p>I can use professionally established, discipline-specific techniques confidently and convincingly in my creative work and work towards industry standards.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing and presenting my creative work.</p>	<p>They can <b>lead</b> the ensemble performance, offering <b>solutions</b> with how to improve their own or the ensemble's performance. (Oracy)</p> <p>They can write a <b>blog</b> that <b>fully reflects and articulates</b> their progress in music so far, using connectives and language to illustrate their points (Literacy).</p> <p>They can <b>perform a challenging, solo</b> part in a large ensemble.</p> <p>They can <b>demonstrate</b> the ability to <b>perform</b> solo and in an ensemble.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can apply specialised technical skills in my creative work.</p> <p>I can perform and share my creative work showing an awareness of artistic intent and of the audience.</p> <p>I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience.</p>	<p>They can <b>identify, articulate</b> and <b>categorise</b> how to improve their own or the ensemble's performance. (Oracy)</p> <p>They can <b>outline</b> and <b>compare</b> their progress to their previous ability, <b>reflecting</b> on why they have made progress and steps to improve. (Literacy)</p> <p>They can <b>perform a GOLD</b> part in a large ensemble.</p> <p>They can <b>demonstrate</b> the ability to <b>perform</b> solo and in an ensemble.</p>



<p>Securing</p>	<p>I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.</p> <p>I can explore the effects that a range of processes, resources, tools and technologies have on my own and others' creative work.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>	<p>They can <b>identify</b> and <b>articulate</b> how to improve their own or the ensemble's performance. (Oracy)</p> <p>They can <b>outline</b> and <b>compare</b> their progress to their previous ability, <b>explaining</b> why they have made progress and steps to improve. (Literacy)</p> <p>They can <b>perform</b> a <b>SILVER</b> part in a large ensemble.</p> <p>They can <b>demonstrate</b> the ability to <b>perform</b> solo and in an ensemble.</p>
<p>Beginning</p>	<p>I can give and accept feedback as both artist and audience.</p> <p>I can compare my own creative work to creative work by other people and from other places and times.</p> <p>I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p>They can <b>identify</b> areas in which to improve their own, or the ensemble's performance. (Oracy)</p> <p>They can <b>outline</b> and <b>compare</b> their progress to their previous ability (Literacy)</p> <p>They can <b>perform</b> a <b>BRONZE</b> part in a large ensemble.</p> <p>They can <b>demonstrate</b> the ability to <b>perform</b> solo and in an ensemble.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Learners will learn what it's like to perform in an ensemble and the challenges that come with it. They will learn to discuss musically and to problem solve solutions to any shortcomings of the ensemble. They will become reflective practitioners, reviewing their progress so far.</p> <p>National/international Links: The stereophonics are a huge name in music and in the music of wales. They are an inspirational group to young people and a lens into what musical talents Wales has to offer.</p>	<p>Cross curricular links: Learners will use connectives and extended writing.</p> <p>Literacy: Using connectives to <b>compare</b> and <b>reflect</b> on progress made.</p> <p>Oracy: Engage in class discussions, success criteria and target setting. <b>Defend</b> and <b>Justify</b> points made. <b>Articulate</b> ideas using <b>musical terminology</b>.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment: Class discussions and input Targets, target setting and addressing targets Demonstration of performance/parts Advancing through Bronze -&gt; Gold differentiation Use of musical terminology verbally: <i>Dynamics, Volume, Tempo, Speed, Empathy, Time.</i></p>	<p>Summative assessment: Completed recording of ensemble. Completed reflection (connectives)</p>

Evaluation (to be completed 2024)



Strengths	Areas for Development	Pupil Voice



Big Question

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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Can you write a hit song?	Learners will study popular music, form and structure. They will look at the popular “4 chord” sequence and contrasting songs that still use this core songwriting device. Learners will use this knowledge to build their own popular music song, whether instrumental or vocal. They will reflect on their use of these devices and comment on the process of songwriting and how well it went.	Learners will have composed video game music previously, and will have performed pieces of music using chords too. This will combine both elements into one.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.</p> <p>I can investigate and analyse how creative work is used to represent and celebrate personal, social and cultural identities.</p> <p>I can critically and thoughtfully respond to and analyse the opinion and creative influences of others in order to independently shape and develop my own creative work.</p> <p>I can use professionally established, discipline-specific techniques confidently and convincingly in my creative work and work towards industry standards.</p>	<p>Fully <b>Define and Distinguish</b> between all sections in modern/popular song structure.</p> <p><b>Arrange and Sequence</b> the 4 chords into a complete piece of music with different sections of music, with one contrasting section. Moods and meaning are conveyed in this piece of music too.</p> <p><b>Compose and perform</b> a 4 chord song with a variety of developed and interesting melodies, modulating between keys.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can investigate and understand how meaning is communicated through the ideas of other artists and performers.</p> <p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can evaluate the effectiveness of a wide range of artistic techniques in producing meaning.</p>	<p><b>Define and Identify</b> popular song structure (Verse, Chorus, Bridge, Middle-8, Intro, Outro, Solo)</p> <p><b>Arrange and Sequence</b> the 4 chords into three different sections of music, with one contrasting section.</p> <p><b>Compose and perform</b> a 4 chord song with a variety of melodies, in a Major or Minor key..</p>
Securing	<p>I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p>	<p><b>Define and Identify</b> popular song structure (Verse, Chorus, Etc)</p> <p><b>Arrange and Sequence</b> the 4 chords into two different sections of the music.</p> <p><b>Compose and perform</b> a 4 chord song with a simple melody, in C Major.</p>



	<p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p>	
Beginning	<p>I can explore and describe how artists and creative work communicate mood, feelings and ideas.</p> <p>I can give and accept feedback as both artist and audience.</p> <p>I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.</p> <p>I am beginning to apply techniques in my creative work with guidance and direction.</p>	<p><b>Identify</b> popular song structure (Verse, Chorus, Etc)  <b>Locate</b> and <b>outline the 4</b> chords in C major.  <b>Perform</b> the 4 chord sequence.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences:  Learners will have the opportunity to use their musical skills to create music that is relevant to them and popular/current music. They will have the opportunity to use different instruments, music software and write lyrics if they wish to.</p> <p>National/international Links:  The UK and its artists have always been on the world stage and at the forefront of music composition and songwriting. Our artists are famous around the world and so our students should have the opportunity to follow in their early footsteps. Students can also look at music around the world and how the 4 chords have been used in each nation.</p>	<p>Cross curricular links:</p> <p>Numeracy: <b>Compound Measure</b>  <b>Beginning:</b> "Can identify the BPM in a piece of music in common time with a constant pulse"  <b>Securing:</b> "Can identify the BPM in a piece of music in compound time"  <b>Advancing:</b> "Can identify the BPM in a piece of music where the pulse dissipates"  <b>Excelling:</b> "Can identify the bpm with no rhythmically implied pulse"</p> <p><b>Oracy:</b> Learners will produce a video diary of their compositional process, as well as talk about song writing structure and reflect on their product/outcome/progress.</p> <p>"I can speak clearly, with varying expressions and gestures to communicate my ideas and help listeners."  "I can communicate using an increasingly varied and precise <b>MUSIC</b> vocabulary."</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:  <i>Questioning in class</i>  <i>Performance and identification of 4 chords</i>  <i>Progress with melody writing, shape and rhythms</i>  <i>Ability to sequence chords in a progression</i></p>	<p>Summative assessment:  Finished product (Music)  Recording of Oracy - (Reflection on progress)  Definitions of song structure (recorded)</p>



Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice



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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
What is your final showcase?	Learners will practise and perform a variety of musical pieces, before presenting them back as completed products. Here they will have the opportunity to operate as a musician in the industry and as a reflective practitioner. Learners will engage with a variety of differentiated musical pieces, with the freedom to study a desired musical genre or pathway. Learners will have to complete a reflective diary which will use literacy skills to compare and articulate the progress that they have made.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of the audience.</p> <p>I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience.</p>	<p><b>Perform a completed Gold level</b> piece of music.  <b>Justify</b> how you and another performer can improve a performance and <b>Develop</b> an action plan to do so.  <b>Formulate</b> and <b>Implement</b> targets in order to improve your practice.  <b>Analyse, Criticise and conclude</b> how progress has been made by comparing yourself now to previously.</p>
Advancing	<p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p>	<p><b>Perform a completed Silver level</b> piece of music.  <b>Justify</b> how you and another performer can improve a performance.  <b>Implement</b> targets in order to improve your practice.  <b>Analyse</b> and <b>Criticise</b> how progress has been made by comparing yourself now to previously.</p>
Securing	<p>I can give and accept feedback as both artist and audience.</p> <p>I can compare my own creative work to creative work by other people and from other places and times.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p> <p>I am beginning to demonstrate resilience and flexibility in approaching creative challenges.</p>	<p><b>Perform a completed Bronze level</b> piece of music.  <b>Explain, describe and demonstrate</b> how you and another performer can improve a performance.  <b>Show</b> an area in which you can improve your practice.  <b>Summarise</b> what progress has been made by comparing yourself now to previously.</p>



Beginning	<p>I can listen to and respond to views about my own creative work and that of others.</p> <p>I am beginning to compare my own creative work to the creative work of others.</p> <p>I can share my creative work.</p>	<p><b>Copy</b> and <b>Perform</b> a song from labels on my instrument.</p> <p><b>Explain</b> and <b>Describe</b> how you or another performer can improve their performance.</p> <p><b>Identify</b> an area of improvement within your practice.</p> <p><b>Describe</b> how you have made progress.</p>
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b> Learners will have the opportunity to perform on a variety of instruments, or with their voices. They will build resilience to challenge and also when it comes to performing for their peers. Learners' confidence and comfort will be challenged in the process.</p> <p><b>National/international Links:</b> Learners will have the opportunity to perform all kinds of music from many parts of the country or the wider world. Whether it's Britpop pieces from bands such as Oasis, or music from the West Coast of the USA. Learners may also opt to learn pieces of music from different places and times, such as the world of classical music.</p>	<p><b>Cross curricular links:</b></p> <p><b>Literacy</b></p> <p>"I can use varied, appropriate and precise vocabulary including "EXPRESSIVE ARTS" specific words for different purposes."</p> <p>Learners will use <b>connectives</b> and musical key terms to reflect on and compare their ability now to previously. Learners will therefore comment on progress in the form of a literacy task.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p><b>Formative assessment:</b> Instrumental or vocal progress lesson to lesson - technique, form, precision, timing, rhythm, articulation, accenting, posture, breathing, diction. Responses to questioning, feedback and the success criterion of their instrument/voice. Peer assessment and target setting.</p>	<p><b>Summative assessment:</b> Final performance showcase (live/video recorded product).</p>

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice



