

Year 8 Autumn Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
The Romantic Concerto	<ul style="list-style-type: none"> ▪ Understanding what a concerto is, its evolution through the centuries and its relevance in music today ▪ Gaining an appreciation of different styles of music throughout the ages; learning to recognise their individual soundworlds while developing a musical vocabulary ▪ Learning how to compose and perform within a strict musical structure ▪ Learning how to play a famous piece of music from the Western canon ▪ Learning how to follow a finger pattern at the piano and play in time to a musical accompaniment ▪ Linking performance practice knowledge from Year 7 and developing a confident approach to musical rehearsal and performance 	<ul style="list-style-type: none"> ○ Demonstrating an understanding of musical techniques and devices through performance and composition ○ Using correct musical terms to describe the music being played ○ Demonstrate the ability to link knowledge and learning from Year 7 Keyboard Skills module to current work ○ Demonstrating an ability to communicate creative ideas, listen to others with respect and work in small groups successfully ○ Making regular and important contributions to class debates and other activities ○ Meeting the success criteria for ADLOM* tasks 	<ul style="list-style-type: none"> ○ KS3 Music – BBC Bitesize: Music Theory ○ Pocket-sized revision guide KS3 Music (Daydream Education) ○ Knowledge Organiser ○ ADLOM tracker ○ Music folder information sheets ○ Classroom displays ○ YouTube examples suggested listening: Bach – <i>Concerto for two violins in D minor</i>; Elgar – <i>Cello concerto in E minor</i>; Copland – <i>Clarinet Concerto</i>; Rachmaninoff – <i>Piano concerto nos. 1,2,3 and 4</i>; Rodrigo – <i>Concierto de Aranjuez</i>; G. Prokofiev – <i>Concerto for Turntables and orchestra</i>

*Assessment for Developing Learning Opportunities in Music.