



Year 8 Composing Melodies

Topic 2

Aims:
 This scheme provides students with the opportunity to learn about various techniques of composing melodies and different structures as a framework for melodies. Students understanding will be developed through listening, analysis and practical exploration (composition), and an introduction to the Sibelius composing program.

Links to KS4:
 Music reading, develop composition skills (improvised and planned), introduce how to use Sibelius music program

Key Skills	Literacy Links:	Numeracy Links:
To develop knowledge and understanding of what makes a good melody To develop knowledge and understanding of musical keywords linked to composing melodies To introduce and explore various composing techniques through listening, theory, discussion, performing, improvisation and composing To work practically, employing group skills and promoting team building Key terminology: Structure, major, minor, improvisation, step and leap movement, conjunct, disjunct, phrase, binary form, ternary form, extended ternary form, rondo form, modulation, motif, repetition, varied repetition, sequence, intervallic expansion, inversion, extension, tonic	Key terminology Speaking and listening Reading instructions Research skills for theory assessment	Use of roman numerals Note lengths and time signatures
Assessment	Cross-Curricular Links	
On-going teacher assessment throughout the scheme with oral feedback. Weekly self and peer assessment of composition and how to improve (use of success criteria and progress trackers). Students close the gap every lesson based on the targets they set for themselves at the end of the last lesson. Formal teacher assessment of composition with class feedback. Peer marking for theory assessment. Key words test. Listening test	English – terminology/literacy and using written text English – research needed for theory activities Maths – use of roman numeral, note lengths and time signatures ICT – use of Sibelius- composing program ICT – use of internet to research key terminology/theory questions	
	SMSC opportunities and British values	
	Group work Listening to others Student leadership Respect other people’s views and opinions Having empathy	

	Social skills Creating a safe environment where students feel confident to perform in front of each other, answer questions, improvise and make mistakes Being a good, encouraging audience
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Opportunities for further learning

N/A in year 7 and 8
