

Year 8 AMC (Art, Music, Computing) Curriculum Map

Subject	Computing	Music	Art and Design	Computing	Music	Art and Design
Topic	Cyber security	Music Performance Skills	Graffiti	Vector Graphics	Rap Music	Drawing
Key Content	<p>Learners will be taken on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks.</p> <ul style="list-style-type: none"> Protecting your data Social engineering Script Kiddies Rise of the Bots Fake accounts and servers Cyber attacks 	<p>Learners will be introduced to the musical futures method of ensemble performance. Each week learners will be presented with a new song , along with chord diagrams, melodies and lyrics and will learn as they explore new instruments to form an ensemble and perform.</p> <ul style="list-style-type: none"> Recap musical notation Playing chords Basics of guitar - Reading guitar tab Rhythm - Drums and percussion Voice Musical futures sessions 	<p>Learners will be introduced to the popular street artists Banksy and other iconic graffiti artists. They will look at the context and symbolism within these pieces and how this phenomenon is now , for some considered a 'political movement'. They will debate their views on graffiti and recreate some iconic street art pieces. Finally they will create their own graffiti tag and spray paint this.</p> <p>Drawing Images for graffiti stencils and tracing iconic works of other graffiti artists.</p> <p>Painting Recreating iconic graffiti work in paint, spray painting graffiti tag.</p> <p>Media Cardboard relief of graffiti tag, Digital art, printmaking and stencilling, image transfer.</p> <p>Knowledge Developing understanding of political Art and symbolism.</p>	<p>Learners will be able to better understand the processes involved in creating Vector graphics. They will also be provided with the knowledge and tools to create their own.</p> <ul style="list-style-type: none"> Get into shapes Paths united Icon challenges Creating vectors Showcase 	<p>Learners will be introduced to the Pop Music genre and other subgenres that have influenced this. Learners will listen to various artists and analyse how Rap Music has developed over time. They will learn iconic riffs and melodies using the keyboard and also try some sampling. In addition to this, they will recall the eight elements of music to influence their own rap compositions which they will develop each week, then perform these to the class.</p>	<p>Learners will be introduced to several drawing methods such as tracing, grid method, observational drawing and sketching.</p> <p>Drawing Keith Haring stick figures, Picasso abstract pieces and more complex animation drawings.</p> <p>Painting Large Keith Haring mural.</p> <p>Media Keith Haring/ Picasso installation piece, Collaborative mural.</p> <p>Knowledge Developing understanding of drawing techniques.</p>
Knowledge & Skills	<p>Knowledge</p> <p>Knowing the value of their data to organisations and what they might use it for.</p> <p>Looking at social engineering techniques used by cybercriminals.</p> <p>Identifying different cybercrimes such as</p>	<p>Knowledge</p> <p>Skills</p>	<p>Knowledge</p> <p>Studying new street artists Banksy, Roadsworth and Eine.</p> <p>Developing knowledge of political art vs propaganda.</p> <p>Discussing whether graffiti is vandalism or Art.</p>	<p>Knowledge</p> <p>To know how to draw basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes)</p>	<p>Knowledge</p> <p>Developing knowledge of genres and subgenres.</p> <p>Describe musical features in listening examples using Musical language.</p>	<p>Knowledge</p> <p>Developing understanding of drawing methods and techniques.</p> <p>Applying previous knowledge of shading, tint and shade.</p>

Year 8 AMC (Art, Music, Computing) Curriculum Map

	<p>hacking, DDoS attacks, and malware.</p> <p>Knowing methods to protect ourselves and our networks against these attacks.</p> <p>Skills</p> <p>Using a computer independently.</p> <p>Browsing the internet safely.</p> <p>Altering security settings to protect accounts.</p> <p>Scanning and skimming for information.</p>		<p>Analysing and forming opinions about Art.</p> <p>Applying knowledge of contrasting / complementary colours to graffiti tags.</p> <p>Exploring the phenomena of street art around the world.</p> <p>Skills</p> <p>Drawing and tracing in 2D and 3D</p> <p>Stencilling.</p> <p>Spray painting.</p> <p>Forming and justifying opinions for debate.</p>	<p>Identifying what vector graphics are and what they are used for.</p> <p>Skills</p> <p>Draw simple</p> <p>Using software to draw geometrical shapes and manipulate them.</p> <p>Manipulate groups of objects (select, group/ungroup, align, distribute)</p> <p>Combine paths by applying operations (union, difference, intersection)</p> <p>Combine multiple tools and techniques to create a vector graphic design</p>	<p>Discuss and analyse how music has developed through time.</p> <p>Developing understanding of rhythm, rhyme and lyrical context whilst songwriting.</p> <p>Skills</p> <p>Playing syncopated melodies using the keyboard.</p> <p>Aurally recognise different genres and musical elements..</p> <p>Performing solo and as an ensemble vocally or with an instrument.</p>	<p>Developing understanding of different artists through time and their techniques.</p> <p>Skills</p> <p>Building upon previous skills and knowledge of colour theory and value to add shading to drawings.</p> <p>Using mixed media to create drawings (Charcoal, sketching pencils, pastel)</p>
Assessment	<p>Computing workbook</p> <p>Teacher observation and feedback</p> <p>Live marking</p> <p>Retrieval starters</p> <p>Fortnightly retrieval practice grids</p> <p>Termly summative assessment</p>	<p>Music workbook</p> <p>Video evidence of practical tasks.</p> <p>Live marking</p> <p>Retrieval starters</p> <p>Termly retrieval practice</p> <p>Termly performance assessment</p>	<p>Art portfolio</p> <p>Teacher observation and feedback</p> <p>Live Marking</p> <p>Peer/ self-assessment</p> <p>Retrieval starters</p> <p>Fortnightly Retrieval practice</p> <p>Termly summative assessment</p>	<p>Computing workbook</p> <p>Teacher observation and feedback</p> <p>Live marking</p> <p>Retrieval starters</p> <p>Fortnightly retrieval practice grids</p> <p>Termly summative assessment</p>	<p>Music workbook</p> <p>Video evidence of practical tasks.</p> <p>Live marking</p> <p>Retrieval starters</p> <p>Termly retrieval practice</p> <p>Peer assessment</p> <p>Termly performance assessment</p>	<p>Art portfolio</p> <p>Teacher observation and feedback</p> <p>Live Marking</p> <p>Peer/ self-assessment</p> <p>Retrieval starters</p> <p>Fortnightly Retrieval practice</p> <p>Termly summative assessment</p>
Literacy	<p>Scanning and skimming, using computational language to describe systems and processes.</p>	<p>Encouraging students to extend their sentences and musical vocabulary when analysing Music.</p>	<p>Presenting information and justifying their design choices, using appropriate technical language.</p>	<p>Reading and interpreting instructions for software use.</p>	<p>Responding to world issues to influence songwriting.</p>	<p>Peer assessing the projects of others using Art terms.</p> <p>Presenting information and justifying their design choices,</p>

Year 8 AMC (Art, Music, Computing) Curriculum Map

			Extended writing for artist study/ analysis.	Peer assessing the projects of others using computing terms.	Identifying 'rhyming couplets'. understanding the structure of a poem / rhyme. Using symbolism and analysing lyrics. Identifying the use of irony, parody and humour in song lyrics.	using appropriate technical language.
Cross curricular links	<p>Maths (Interpreting data)</p> <p>English (Reading, Scanning and skimming)</p> <p>PSHE (Online safety, collaborative working and teamwork)</p>	<p>English (Extended writing)</p> <p>Maths (Addition of note values)</p> <p>PSHE (Listening, working together and teamwork)</p>	<p>English (Reading, Artist studies)</p> <p>History (Artist history and Art periods)</p> <p>ICT (Artist research study)</p> <p>Geography (Identifying the street art found on different continents)</p>	<p>Maths (Shape, Geometry)</p> <p>Art Digital Art</p>	<p>English (Songwriting, lyric analysis, poetry)</p> <p>History (Music through time, how political/ historical movements shaped the Music Industry)</p> <p>STEM (Discussing the key inventions and Music technology that influenced genres)</p> <p>PSHE (Expressing feelings through performance and songwriting, Listening, respecting peers work)</p>	<p>History (Looking at artist from different eras)</p> <p>ICT (Artist research study)</p> <p>English (Reading, Artist studies)</p>

Year 8 AMC (Art, Music, Computing) Curriculum Map

KS3 Computing curriculum aims

1. Pupils should design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
2. Pupils should understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
3. Pupils should use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
4. Pupils should understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
5. Pupils should understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
6. Pupils should understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
7. Pupils should undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known user
8. Pupils should create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
9. Pupils should understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.