



## YEAR 7 – 1<sup>st</sup> Half

‘An ambitious curriculum that meets the needs of all’

### Medium Term Planning - Topic: Class band 1

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from Year 6, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li><li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li><li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li><li>• develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Students will learn a brief overview of Samba, its instruments and its culture. These rhythms will be used to create their own Samba piece. Students will work with others to create different textures in music using body percussion and instruments. Students will work together to learn vocab. Some will ask others and some will help others. Some students will draw on confidence built through performance opportunities at primary school and outside of the classroom. Students will be supportive of all work demonstrated by their peers. Starters use music of WCT and BAME musicians.</p> <p><b>PSHE/British Values:</b> Mutual respect &amp; tolerance of different faiths and beliefs will be built through learning about Samba. Students will work as a democracy to find a solution to the composition tasks given.</p> <p><b>Skills Builder:</b> Interpersonal and problem-solving.</p>
Numeracy	<p>Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students are encouraged to work out the etymology of words to understand them e.g. monophonic is mono(one)-phonic(sound) Students assign different sounds to syllables to create specific rhythmic ostinati. Students learn how beats are grouped in bars.</p>
Literacy	<p><b>Vocabulary Tier 2:</b> <b>Vocabulary Tier 3:</b> <b>Reading:</b> Reading instructions and following <b>Writing:</b> <b>Oracy:</b> Answering questions.</p>
Becoming future ready	<p><b>Careers/Employability:</b> Carnival organiser, political activist, holiday rep.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> <b>By resource:</b> <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
QFT/SEND Provision	



<b>Implementation Curriculum Delivery</b>	To be able to play rhythms in time. To be able to understand non-verbal music cues. To be able to sing as a group. To be able to sing in a small group. To be able to name the parts of a drum kit. To be able to create a short piece demonstrating call and response and polyrhythm.
<b>Learning Outcomes (Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Better quality singing. Better quality compositions. Better quality ensemble work.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.