

	The walking bass motif lasts for 2-bars and students must take this into consideration to make sure it works.
Literacy	<p>Vocabulary Tier 2: Planning, Project management, Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice,</p> <p>Vocabulary Tier 3: MADTSHIRT, instrumentation, tempo, dynamics, time signature</p> <p>Reading: Students read the song lyrics</p> <p>Writing:</p> <p>Oracy: Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.</p>
Becoming future ready	Careers/Employability: Rehearsal skills, project planning
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>To be able to recall the layers of a band piece – melody, accompaniment, bass line, chords, rhythm</p> <p>To be able to sing together as a class</p>
Learning Outcomes (Most Powerful Knowledge)	<p>To be able to choose an appropriate song</p> <p>To be able to work independently to learn a part</p> <p>To be able to plan a practice schedule</p> <p>To be able to work in (small) groups to create a multi-part performance</p> <p>To be able to perform (in groups) with singing, drum kit and bass line in time</p> <p>To be able to achieve a clear balance between parts</p> <p>To be able to play the relevant chords on keyboard / guitar / ukulele</p> <p>To know what notes are in the chords being used</p> <p>To be able to direct a performance</p> <p>To be able to add other parts to the performance</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Leads on to study at GCSE / BTEC and skills for life</p> <p>Listening activities set the base line for work in Year 10 at GCSE / BTEC</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.