











YEAR 9 Instrumental Skills 6

'An ambitious curriculum that meets the needs of all'

Medium Term Planning



Curriculum Intent	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>This scheme of work will give students a continuing experience of learning an instrument. Students will continue to sing in unison, rounds and partner songs. Students will work to master skills on keyboard or guitar with increasing dexterity and fluency. They will be introduced to a range of articulations in order to improve the expression of their playing. Students will be provided with sheet music in stave notation or tab. Students will focus on famous themes from films, extending their use of expression and exploring a range of sonorities.</p> <ul style="list-style-type: none">• Singing in unison, harmony and in a round• Describe the elements of music using disciplinary vocabulary• Develop posture and technique for playing keyboard and guitar• Continue to work at shifting positions• Understand how to use different articulation• Read pitches from staff notation• Decode tab notation• Play independently• Play in pairs• Play together as a whole class• Play in 2 parts with a bass line or simple chords• Understand chords• Improvise short ideas• Plan a longer composition in response to a story <p>Links to National Curriculum</p> <ul style="list-style-type: none">• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices• listen with increasing discrimination to a wide range of music from great composers and musicians• develop a deepening understanding of the music that they perform and to which they listen, and its history
Spiritual, moral, social, and cultural development	<p>SMSC: Students will work together to learn vocab. Some will ask others and some will help others. Starters use music of WCT and BAME musicians.</p> <p>PSHE/British Values: Skills Builder:</p> <div></div>
Numeracy	<p>Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students are enjoyed to work out the etymology of words to understand them e.g. monophonic is mono(one)-phonic(sound)</p> <p>Students learn how beats are divided and the correlating symbol.</p> <p>Students learn how beats are grouped in bars.</p> <p>Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.</p>

	Sections of music are labelled with letters like algebra.
Literacy	Vocabulary Tier 2: Describe, technique, accuracy, fluency, Vocabulary Tier 3: Stave, Keys, lines, spaces, tie, strings, frets, rests, count-in, staccato, legato, accent, slur, ledger line, triplets, bass clef, improvise, compose, film music Reading: Reading instructions and following Writing: Oracy: Answering questions.
Becoming future ready	Careers/Employability: Mention of careers in music production and sound recording
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	By product: By resource: By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to: <ul style="list-style-type: none"> • identify and play the 4 themes from the James Bond Theme • play a repeating chord sequence • practice effectively • To be able to spot similar passages in stave notation • Understand the term triplet • Play music in 2 parts • Understand how to read the grand staff • Understand what is required for the assessment task • Perform a piece on piano / guitar accurately, fluently with expression
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	Instrumental skills are also an important part of further study at GCSE / BTEC Music Playing an instrument is a skill for life.
Assessment	As listed in non-negotiable marking document. Verbal Feedback throughout
Impact	Attainment and Progress – Refer to assessment results / data review documentation.