



<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe, technique, accuracy, fluency,  <b>Vocabulary Tier 3:</b> Stave, Keys, lines, spaces, tie, strings, frets, rests, count-in, staccato, legato, accent, slur, ledger line  <b>Reading:</b> Reading instructions and following  <b>Writing:</b>  <b>Oracy:</b> Answering questions.</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> Mention of careers in music production and sound recording</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><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>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• recall how to read stave notation</li> <li>• understand staccato</li> <li>• learn a piece of Western Classical Music</li> <li>• combine 2 layers of texture</li> <li>• understand legato and accent</li> <li>• play using different articulations</li> <li>• read pitches on ledger lines</li> <li>• play more complex sections requiring greater finger dexterity</li> </ul>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<p>Instrumental skills 46onwards and skills also used in class band. Keyboard skills will also be used in ICT schemes.  Instrumental skills are also an important part of further study at GCSE / BTEC Music  Playing an instrument is a skill for life.</p>
<b>Assessment</b>	<p>As listed in non-negotiable marking document.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>