

	Sections of music are labelled with letters like algebra.
Literacy	<p>Vocabulary Tier 2: Describe, technique, accuracy, fluency,</p> <p>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</p> <p>Reading: Reading instructions and following</p> <p>Writing:</p> <p>Oracy: Answering questions.</p>
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	<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	To be able to:
Learning Outcomes (Most Powerful Knowledge)	<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
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.