

	AAB structure is 3x 4-bar phrases. Students may create 6x 2-bar phrases. The walking bass motif lasts for 2-bars and students must take this into consideration to make sure it works.
Literacy	Vocabulary Tier 2: Planning, Project management, Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice, Vocabulary Tier 3: Pop band, jazz band, orchestra, brass band, string quartet, wind band, duet, trio, ensemble Reading: Students read the song lyrics Writing: 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.
Becoming future ready	Careers/Employability: Rehearsal skills, project planning
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: To be able to recall the layers of a band piece – melody, accompaniment, bass line, chords, rhythm To be able to sing together as a class
Learning Outcomes (Most Powerful Knowledge)	To be able to choose an appropriate song from a limited choice To be able to work independently to learn a part To be able to plan a practice schedule To be able to work in (small) groups to create a multi-part performance To be able to perform (in groups) with singing, drum kit and bass line in time To be able to achieve a clear balance between parts To be able to play the relevant chords on keyboard / guitar / ukulele To know what notes are in the chords being used To be able to direct a performance To be able to add other parts to the performance
	Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Vocal skills will be developed through all units Leads on to Class Band 6 and study at GCSE / BTEC Music keywords will be built on in future units
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.