




YEAR 7 Spring TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Class Band 1



| Curriculum Intent | In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term: |
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| Skills/National Curriculum Links | <p><u>Intent</u></p> <p>This scheme of work will give students experience of singing as a class, in small groups, and solo (if they wish). Basic singing technique will be taught including posture, breathing and mouth shape. Students will be introduced to the drum kit and will take part in chair drumming activities to develop rhythm skills. By the end of the unit students should be able to perform a song with vocals and percussion, with the whole group staying in time together. As this is the first scheme of work involving small group work – students will be introduced to department procedures for safe working.</p> <ul style="list-style-type: none">• Singing technique including posture, diction, tuning and breathing• Instrumental skills on keyboard, ukulele, and djembe• Following a conductor for entries, tempo, and dynamics• Playing in time, and making adjustments to achieve this• Combining bass, chords, rhythm, and melody• Location of keys on the keyboard• The parts of a drum kit• Aurally recognise the parts of the drum kit• Read rhythm notation <p>NC links</p> <ul style="list-style-type: none">· play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression· 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 |
| Spiritual, moral, social, and cultural development | <p>SMSC: Students will be collaborating as a class requiring good listening skills and developing teamwork skills. Students must communicate sensitively to achieve the best result. Students will be encouraged to perform with expression, thinking about the emotion of the piece. Some information about the background of the songs / artists will be shared</p> |

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| | <p>PSHE/British Values: Skills Builder:</p>  |
| Numeracy | <p>Students learn to identify pulse and beat.</p> <p>Students use counting to keep in time with the class</p> |
| Literacy | <p>Vocabulary Tier 2: Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice, Vocabulary Tier 3: Percussion, Snare Drum, Bass Drum, Hi-hat Cymbal, Posture, Diction, Breathing, High Tom, Medium Tom, Low Tom, Crash Cymbal, Ride Cymbal, Practice, Rehearse, Tempo, Timing, Tuning, Texture, Contrast, Chords, Performance, Audience</p> <p>Reading: Students will read and learn 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: |
| 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 sing together as a class</p> <p>To identify the parts of a drumkit</p> <p>To perform chair drumming rhythms</p> <p>To be able to perform a simple drum kit pattern</p> <p>To be able to add a drum beat to the song</p> <p>To be able to play the relevant chords on keyboard / guitar / ukulele</p> <p>To be able to work in (small) groups to create a performance</p> <p>To be able to direct a performance</p> <p>To be able to add other parts to the performance</p> <p>To be able to perform with a group</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> |
| Current learning to be developed in the future within: | <p>Vocal skills will be developed through all units</p> <p>Leads on to Class Band 2</p> <p>Music keywords will be built on in future units</p> |
| Assessment | Refer to assessment maps for formative and summative assessment opportunities. |
| Impact | Attainment and Progress – Refer to assessment results / data review documentation. |