









# YEAR 7 Autumn TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Class Concert



Curriculum Intent	In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<p><b><u>Intent</u></b></p> <p>This scheme of work is designed to give students an introduction to all the elements of their learning in KS3. They will be given opportunities to sing, play ukulele, djembe and keyboard and learn some basic skills. Due to the diverse nature of KS2 experiences students will be observed throughout this unit to identify students' achievement in music so far. A baseline listening assessment will be carried out. In addition, students will be asked to complete a questionnaire about their musical experiences and use any skills (such as learning an instrument) that they can contribute to the class's work. Students will also be given the opportunity to sing solo. Students will be introduced to the procedures of the music department and expectations around how to treat equipment. They will take part in simple starter activities which will revise terminology from KS2 (where applicable) and start building a solid musical vocabulary.</p> <ul style="list-style-type: none"><li>• Singing technique including posture, diction and breathing</li><li>• Instrumental skills on keyboard, ukulele, and djembe</li><li>• Following a conductor for entries, tempo, and dynamics</li><li>• Playing in time</li><li>• Combining bass, chords, rhythm, and melody</li><li>• Tempo words in English and Italian</li><li>• Dynamics words in English and Italian</li><li>• Recognise different dynamics and tempi in unfamiliar and familiar pieces</li></ul> <p>NC links</p> <ul style="list-style-type: none"><li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li><li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> 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>

	<b>PSHE/British Values:</b> <b>Skills Builder:</b> <div><div><div>LISTENING</div></div><div><div>SPEAKING</div></div><div><div>CREATIVITY</div></div><div><div>STAYING POSITIVE</div></div><div><div>AIMING HIGH</div></div><div><div>TEAMWORK</div></div></div>								
<b>Numeracy</b>	Students learn to identify pulse and beat. Students use counting to keep in time with the class								
<b>Literacy</b>	<b>Vocabulary Tier 2: Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice,</b> <b>Vocabulary Tier 3: Tempo, Dynamics, Ostinato, Beats of the bar, Call and Response, Chord, String, Fret, Strumming, Count-in, Parts, Performance, audience</b> <b>Reading:</b> Students will read and learn song lyrics <b>Writing:</b> <b>Oracy:</b> 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.								
<b>Becoming future ready</b>	<b>Careers/Employability:</b>								
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:								
<b>QFT/SEND Provision</b>	<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.								
<b>Implementation Curriculum Delivery</b>	To be able to: To be able to sing together as a class To be aware of classroom routines in music								
<b>Learning Outcomes (Most Powerful Knowledge)</b>	To identify Tempo and Dynamics To be able to add a drum beat to the class song To be able to play the chords of the song on keyboard / ukulele / guitar To be able to combine different parts in a performance To be able to perform with the class  Red denotes interleaving; aspects of knowledge covered previously.								
<b>Current learning to be developed in the future within:</b>	Vocal skills will be developed through all units All Class Band units will continue to develop instrumental skills Keyboard skills will be developed in Set Work 1, Melody writing, 4-chord songs and Keyboard Performance Music keywords will be built on in future units								
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities. <table><tr><td><b>Summative</b></td><td>Baseline assessment – on vocab and listening skills</td><td>Self-marking – students to reflect on strengths and weaknesses</td></tr><tr><td><b>Summative</b></td><td>7MUS1 Class Concert</td><td>Classwork recorded including verbal feedback using keywords: ACCURACY, TIMING, BALANCE, DYNAMICS, TEMPO</td></tr></table>			<b>Summative</b>	Baseline assessment – on vocab and listening skills	Self-marking – students to reflect on strengths and weaknesses	<b>Summative</b>	7MUS1 Class Concert	Classwork recorded including verbal feedback using keywords: ACCURACY, TIMING, BALANCE, DYNAMICS, TEMPO
<b>Summative</b>	Baseline assessment – on vocab and listening skills	Self-marking – students to reflect on strengths and weaknesses							
<b>Summative</b>	7MUS1 Class Concert	Classwork recorded including verbal feedback using keywords: ACCURACY, TIMING, BALANCE, DYNAMICS, TEMPO							
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.								