











YEAR 9 Summer Term 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Keyboard Performance



Curriculum Intent	In addition to working further on objectives from Year 7 & 8, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p>This scheme of work is designed to build further on their keyboard skills. Students will work through graded tasks gradually developing their skills. Students will select an assessment piece and work on it independently, developing their individual rehearsal and practice skills.</p> <p>Each topic's PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none">• Play chords and melodies• Perform in time with a beat or another student• Develop independent practice skills• Read treble and bass clef notation• Sight read from chord symbols• Understand how to learn a piece from stave notation <p>Links to National Curriculum</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• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
Spiritual, moral, social, and cultural development	<p>SMSC: Students will work together in pairs to perform music. Students will focus on self-improvement – to build on their skills Starters use music of WCT and BAME musicians.</p> <p>PSHE/British Values: Skills Builder:</p> <div></div>
Numeracy	<p>Students learn how beats are divided and the correlating symbol.</p> <p>Students learn how beats are grouped in bars.</p> <p>Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.</p> <p>Sections of music are labelled with letters like algebra.</p>
Literacy	<p>Vocabulary Tier 2: Describe, create, contrast</p> <p>Vocabulary Tier 3: Chord, chord symbol, extended chord, major, minor, 7th, treble clef, bass clef, melody, accompaniment</p> <p>Reading: Reading instructions and following</p> <p>Writing:</p> <p>Oracy: Answering questions.</p>
Becoming future ready	<p>Careers/Employability: Mention of music performance careers. Transferable skills e.g. resilience, team work,</p>
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> <ul style="list-style-type: none"> • play simple chords in time • read basic chord symbols • read and play extended chords • perform in in time with a backing track / keyboard style pattern • work from stave notation • perform a piece using right AND left hand • choose a piece with an appropriate level of challenge 				
Learning Outcomes (Most Powerful Knowledge)					
Current learning to be developed in the future within:	<p>Students continuing music at GCSE or BTEC will have sufficient keyboard skill to use a DAW effectively, and perform on keyboard if they wish.</p> <p>Students not taking their formal music studies further should know how to work out a piece for pleasure.</p>				
Assessment	SPR 2, SUM 1 & SUM 2				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	One of the following (Due to Music Carousel)				
	Summative	9Spr2 Keyboard Performance	Verbal feedback based on PLC	CWK	End of half term
	Formative	8Sum1 Composing to a Brief	Verbal feedback based on PLC	CWK	End of half term
	Formative	9Sum2 Class Band 6	Verbal feedback based on PLC	CWK	End of half term
	Summative	MS Forms – Year 9 Assessment 1	Vocab and Listening assessment – partly self-marking & feedback sheet	CWK	End of 9Spr2
Impact	Attainment and Progress – Refer to assessment results / data review documentation.				