




## YEAR 7 Class Band 2

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning



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 will give students a second group work experience, and will introduce the concepts of bass line, harmony and melody. Students will learn simple parts that they can combine into a group performance. While skills will be taught to the whole class, students will have a chance to specialise towards the end of the unit. Students will be taught the individual parts of the song, one per lesson, and will then combine them in small groups / pairs. This unit can be delivered either using band instruments, or on keyboards.</p> <ul style="list-style-type: none"><li>• Singing technique including posture, diction, tuning and breathing</li><li>• Singing with expression</li><li>• Instrumental skills on keyboard, ukulele / guitar &amp; drum kit</li><li>• Following a conductor / leader for entries, tempo, and dynamics</li><li>• Playing in time, and making adjustments to achieve this</li><li>• Combining bass line, accompaniment, and melody</li><li>• Read chord symbols / boxes</li><li>• Develop instrumental skills independently</li><li>• Know the names of a range of string and percussion orchestral instruments, and the four families of instruments</li><li>• Understand what texture is and be able to aurally identify different layers.</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>· 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</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>

	<p><b>PSHE/British Values:</b> <b>Skills Builder:</b></p> 
<b>Numeracy</b>	<p>Students learn to identify pulse and beat.</p> <p>Students use counting to keep in time with the class</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice, <b>Vocabulary Tier 3:</b> 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><b>Reading:</b> Students will read and learn song lyrics</p> <p><b>Writing:</b></p> <p><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.</p>
<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>	<p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><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.</p> <p><b>By Offering Optional Activities:</b> 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>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p>To be able to identify string instruments</p> <p>To be able to identify percussion instruments</p> <p><b>To be able to sing together as a class</b></p> <p>To identify the parts of a drumkit</p> <p>To be able to perform a bass line</p> <p>To be able to perform (in groups) with singing, drum kit and bass line in time</p> <p><b>To be able to play the relevant chords on keyboard / guitar / ukulele</b></p> <p>TO know what notes are in the chords being used</p> <p><b>To be able to work in (small) groups to create a performance</b></p> <p>To be able to direct a performance</p> <p><b>To be able to add other parts to the performance</b></p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<p>Vocal skills will be developed through all units</p> <p>Leads on to Class Band 3</p> <p>Music keywords will be built on in future units</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.