



# YEAR 7 Instrumental Skills 2

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning



### Curriculum Intent

In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:

This scheme of work will give students a continuing experience of learning an instrument. Students will continue to sing in unison, rounds and partner songs. Students will continue to be introduced to basic technique on keyboard and ukulele (students will be allocated to one of these instruments to focus on) Students will work through a number of simple but well-known melodies gradually increasing in complexity in order to develop facility and fluency in performance.

- Singing in unison, harmony and in a round
- Describe tempo and dynamics
- Learn basic posture and technique for playing keyboard and ukulele
- Learn a 5-finger hand position on keyboard
- Learn picking and strumming on ukulele
- Read pitches from staff notation
- Decode tab notation
- Read rhythm pitches using Kodaly syllables
- Play independently
- Play in pairs
- Play together as a whole class
- Play in 2 parts with a bass line or simple chords
- Understand chords
- Understand beats in the bar and  $\frac{3}{4}$  and  $\frac{4}{4}$  time signatures

### Skills/National Curriculum Links

Links to National Curriculum

- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- 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
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

### Spiritual, moral, social, and cultural development

#### SMSC:

Students will work together to learn vocab. Some will ask others and some will help others. Starters use music of WCT and BAME musicians.

#### PSHE/British Values:

#### Skills Builder:



### Numeracy

Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students are enjoyed to work out the etymology of words to understand them e.g. monophonic is mono(one)-phonic(sound)  
Students learn how beats are divided and the correlating symbol.  
Students learn how beats are grouped in bars.  
Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.  
Sections of music are labelled with letters like algebra.

<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe,</p> <p><b>Vocabulary Tier 3:</b> Stave, Keys, Notes, Call and response, Ostinato, In time, in tune, Ukulele, keyboard, spaces, lines, crotchet, minim, 5-finger hand position, fluency, strings frets, neck, fingerboard, tab, bass line, bass notes, left hand position, chord, C chord, harmony, dynamics, tempo, time signature, stave, quaver, dotted notes, rests</p> <p><b>Reading:</b> Reading instructions and following</p> <p><b>Writing:</b></p> <p><b>Oracy:</b> Answering questions.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Mention of careers in music production and sound recording
<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: Play in time with the class</p> <ul style="list-style-type: none"> <li>• Sing together accurately and in tune</li> <li>• Sight-read simple pitch notation</li> <li>• Sight-read simple rhythm notation</li> <li>• Use Kodaly rhythm syllables</li> <li>• Understand correct posture and hand position for ukulele</li> <li>• Understand correct hand position on keyboard</li> <li>• Play a simple melody using the correct fingers</li> <li>• Play chords</li> <li>• Move between different chords</li> <li>• Describe tempo and dynamics</li> <li>• Play together in pairs</li> </ul>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Instrumental skills 3 onwards and skills also used in class band. Keyboard skills will also be used in ICT schemes.
<b>Assessment</b>	Verbal feedback throughout all lessons
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.