








YEAR 8 Instrumental Skills 4

'An ambitious curriculum that meets the needs of all'

Medium Term Planning



Curriculum Intent	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>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 develop to skills on keyboard or guitar with increasing dexterity and fluency. Students will be provided with sheet music in stave notation or tab. 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. Students will be encouraged to add bass lines / chords to their pieces and sometimes to work with other students to achieve this.</p> <ul style="list-style-type: none">• Singing in unison, harmony and in a round• Describe tempo, metre, tonality and dynamics• Learn basic posture and technique for playing keyboard and ukulele• Use a 5-finger hand position on keyboard and understand how to shift positions• Learn picking and strumming on guitar• Read pitches from staff notation• Decode tab notation• Play independently• Play in pairs• Play together as a whole class• Play in 2 parts with a bass line or simple chords• Understand chords• Improvise melodies using a particular scale <p>Links to National Curriculum</p> <ul style="list-style-type: none">• 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
Skills/National Curriculum Links	
Spiritual, moral, social, and cultural development	<p>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.</p> <p>PSHE/British Values: Skills Builder:</p> <div></div>
Numeracy	<p>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)</p> <p>Students learn how beats are divided and the correlating symbol.</p>

	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.
Literacy	Vocabulary Tier 2: Describe, technique, accuracy, fluency, Vocabulary Tier 3: Stave, Keys, lines, spaces, tie, strings, frets, rests, count-in, Reading: Reading instructions and following Writing: Oracy: Answering questions.
Becoming future ready	Careers/Employability: Mention of careers in music production and sound recording
Adaptation	Throughout this topic, quality first teaching will provide differentiation: By product: By resource: By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to: <ul style="list-style-type: none"> • play fluently on keyboard or guitar • understand how pitch relates to stave notation • compare 2 versions of the same piece • play with correct rhythm • understand the term anacrusis • decode stave notation in treble and bass clef • play with correct technique • work out chords • improvise a short riff • play in time with a backing track • understand why different clefs are used • combine ideas to create a longer piece
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	Instrumental skills 4 onwards and skills also used in class band. Keyboard skills will also be used in ICT schemes.
Assessment	As listed in non-negotiable marking document – verbal feedback throughout all lessons
Impact	Attainment and Progress – Refer to assessment results / data review documentation.