











YEAR 9 – Class Band 6

'An ambitious curriculum that meets the needs of all'

Medium Term Planning



Curriculum Intent	<p>In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Intent</p> <p>The overarching intention for the Class Band schemes of work is that every student will choose an instrument to work on and be able to play simple material on their instrument independently by the end of KS3, giving students a skill for life. This also opens the door to further musical study including GCSE / BTEC Music as students will be confident musicians who can articulate which is their instrument, and the skills that they have gained. In this scheme of work students will gain more independence in their learning and will learn how to use the internet to learn new skills. Students will be encouraged to develop effective rehearsal techniques, and set themselves targets for each lesson. Learning in this scheme will be through whole class instruction, independent working and individual tuition (within the lesson).</p> <p>Skills/National Curriculum Links</p> <ul style="list-style-type: none">• Putting all skills together to achieve a final performance• Advanced instrumental / vocal skills• Researching chords / melodies / rhythms• Practice / refining skills• Using MADTSHIRT to aurally identify features of an unfamiliar piece <p>NC links</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• listen with increasing discrimination to a wide range of music from great composers and musicians
Spiritual, moral, social, and cultural development	<p>SMSC: Students will be singing as a class and work in small groups (social) on their parts. During performances, students will listen to peers in silence to show respect. Even though students will be grouped mainly by similar level of musical skill, the skills within will be varied. Students must communicate sensitively to achieve the best result. Blues music has links to Gospel music and spiritual themes. Blues music offers the opportunity to hear of the plight of black people in the Deep South of America. Issues that pervade our world today.</p> <p>PSHE/British Values: BLM</p> <p>Skills Builder:</p> <div></div>
Numeracy	<p>Students see how the 12-bar Blues is broken into 3x 4-bar phrases with each bar/chord lasting for 4 beats.</p> <p>AAB structure is 3x 4-bar phrases. Students may create 6x 2-bar phrases.</p>

	The walking bass motif lasts for 2-bars and students must take this into consideration to make sure it works.
Literacy	Vocabulary Tier 2: Planning, Project management, Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice, Vocabulary Tier 3: MADTSHIRT, instrumentation, tempo, dynamics, time signature Reading: Students read the song lyrics Writing: Oracy: 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.
Becoming future ready	Careers/Employability: Rehearsal skills, project planning
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	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: To be able to recall the layers of a band piece – melody, accompaniment, bass line, chords, rhythm To be able to sing together as a class
Learning Outcomes (Most Powerful Knowledge)	To be able to choose an appropriate song To be able to work independently to learn a part To be able to plan a practice schedule To be able to work in (small) groups to create a multi-part performance To be able to perform (in groups) with singing, drum kit and bass line in time To be able to achieve a clear balance between parts To be able to play the relevant chords on keyboard / guitar / ukulele To know what notes are in the chords being used To be able to direct a performance To be able to add other parts to the performance
Current learning to be developed in the future within:	Red denotes interleaving; aspects of knowledge covered previously. Leads on to study at GCSE / BTEC and skills for life Listening activities set the base line for work in Year 10 at GCSE / BTEC
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.