



YEAR 8 – Class Band 3

'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:

Intent

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 Music as students will be confident musicians who can articulate which is their instrument, and the skills that they have gained. This scheme of work is the beginning of this narrative of ownership. Students will choose their own role, with the intention that they will continue to work in this role through the remainder of KS3. The learning curve will be steep but rewarding. Learning in this scheme will be through whole class instruction, independent working and individual tuition (within the lesson).

Skills/National Curriculum Links

- The meaning of expression, and be able to use words relating to dynamics and articulation to describe it.
- Different layers of texture and how they can be combined
- The meaning of melody, chords, rhythm and bass line
- Instrumental / vocal skills developing to achieve more complex parts
- Leadership skills in group / whole class work
- Performance skills

NC links

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- 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

Spiritual, moral, social, and cultural development

SMSC: 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

PSHE/British Values:
Skills Builder:



Numeracy	Students learn to identify pulse and beat. Students use counting to keep in time with the class
Literacy	Vocabulary Tier 2: Describe, Compare, Combine, Repeat, Improve, Concentrate, Practice, Vocabulary Tier 3: Melody, Accompaniment, Bass Line, Rhythm, Chord, Chord box, chord symbol, chord diagram, tab notation, balance, timing, count-in, dynamics, crescendo, build up diminuendo, fade out, amp, lead jack, xlr, gain Reading: Students will read and learn 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:
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.
QFT/SEND Provision	
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 learn instrumental / vocal parts 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 Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Vocal skills will be developed through all units Leads on to Class Band 4 -6 Music keywords will be built on in future units
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.