



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