Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Introduction to music (Aut 1)	6-7 1 lesson a week	Students should know and be able to explain or demonstrate:  Rhythm and pulse Imitation Tempo Pitch Dynamics Playing in time with other students Singing	Ppt Boomwhack ers Voice	Literacy Self and peer evaluation of work Use of keywords when working in groups.  CEIAG What's the Point? Dynamics in careers https://www.youtube.com/watch?v =JpUEuzEWfuM  SMSC Social and cultural, respecting opinions of others and working in groups.  Links to other topics Provides foundational skills for all topics in KS3 and KS4	Creativity and imaginati on	Prior warning to students of practical performance lessons Seating plan is specific to the students' needs Groupings are considered and monitored closely – peer with more able Coloured paper/books as stated if appropriate Chunking tasks into smaller steps Scaffolds for written tasks Extended timings for tasks  More able-leadership roles, more difficult rhythmic patterns	<ul> <li>Key word recall with meaning</li> <li>Demonstrate key techniques in response to previous lessons</li> <li>Self and peer feedback</li> <li>Summative assessment at the end of the unit (performance)</li> <li>CTG questions from teacher on how to improve performances to achieve next steps.</li> </ul>

Keyboard	6-7	Students should know and	PPT	Literacy	Creativity	SEND-	•	Key word recall
	1 lesson a	be able to explain or	Keyboards	Self and peer evaluation of work	and	Prior warning to		with meaning
	week	demonstrate:	Sheet music	Use of keywords	imaginati	students of	•	Demonstrate
		Introduction to		,	on	practical		key techniques
		Western notation				performance		in response to
		How to find C on the		CEIAG		lessons		previous
		keyboard		What's the Point? Rhythm in careers		Seating plan is		lessons
		How to play short		https://www.youtube.com/watch?		specific to the	•	Self and peer
		beginner piece of		v=yfUGvZmtRXw		students' needs		feedback
		music in the right		- <del> </del>		Groupings are	•	Summative
		hand				considered and	•	assessment at
		Haria		SMSC		monitored closely		the end of the
				Social and cultural, respecting		– peer with more		unit
				opinions of others and working in		able		(performance)
				groups.		Coloured	•	CTG questions
				8. 4. 4.		paper/books as		from teacher on
				Links to other topics		stated if		how to improve
				Elements of music covered built on		appropriate		performances to
				from Autumn 1 topic, links to later		Chunking tasks		achieve next
				scales topic and all theory work		into smaller		steps.
				covered in KS4		steps		steps.
						Scaffolds for		
						written tasks		
						Extended timings		
						for tasks		
						More able-		
						leadership roles,		
						more difficult		
						rhythmic		
						patterns, more		
						advanced		
						improvisation		
						over 8 beats		
Vear 7 Term 1	<u>l</u>	1	<u> </u>	<u>I</u>	<u> </u>	I	I	