

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	<p><b>Students should know and be able to explain or demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Rhythm and pulse</li> <li>• Imitation</li> <li>• Tempo</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Playing in time with other students</li> <li>• Singing</li> </ul>	Ppt Boomwhackers Voice	<p><b>Literacy</b> Self and peer evaluation of work Use of keywords when working in groups.</p> <p><b>CEIAG</b> What's the Point? Dynamics in careers <a href="https://www.youtube.com/watch?v=-JpUEuzEWfuM">https://www.youtube.com/watch?v=-JpUEuzEWfuM</a></p> <p><b>SMSC</b> Social and cultural, respecting opinions of others and working in groups.</p> <p><b>Links to other topics</b> Provides foundational skills for all topics in KS3 and KS4</p>	Creativity and imagination	<p><b>SEND-</b> 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</p> <p><b>More able-</b> leadership roles, more difficult rhythmic patterns</p>	<ul style="list-style-type: none"> <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 1 lesson a week	<p><b>Students should know and be able to explain or demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Western notation</li> <li>• How to find C on the keyboard</li> <li>• How to play short beginner piece of music in the right hand</li> </ul>	PPT Keyboards Sheet music	<p><b>Literacy</b> Self and peer evaluation of work Use of keywords</p> <p><b>CEIAG</b> What's the Point? Rhythm in careers <a href="https://www.youtube.com/watch?v=yfUGvZmtRXw">https://www.youtube.com/watch?v=yfUGvZmtRXw</a></p> <p><b>SMSC</b> Social and cultural, respecting opinions of others and working in groups.</p> <p><b>Links to other topics</b> Elements of music covered built on from Autumn 1 topic, links to later scales topic and all theory work covered in KS4</p>	Creativity and imagination	<p><b>SEND-</b> 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</p> <p><b>More able-</b> leadership roles, more difficult rhythmic patterns, more advanced improvisation over 8 beats</p>	<ul style="list-style-type: none"> <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> <li>•</li> </ul>
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