

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Harry Potter Instruments of the Orchestra (spr 1)	6	<p>Students should know and be able to explain or demonstrate:</p> <ul style="list-style-type: none"> • Elements of music such as pitch, tempo, dynamics • The instruments used in orchestras • The sections of the orchestra • Identifying instruments through listening • Timbre and how the instrument is played • Learn the notes on the keyboard and be able to play Hedwig's Theme. 	Powerpoint for SOW Keyboards	<p>Literacy Using keywords in listening tasks. Self and peer evaluation of work Use of keywords when working in groups</p> <p>CEIAG Looking at instruments and where they can be used in careers</p> <p>SMSC British Values- tolerance of music from other cultures, social working in groups</p> <p>Links to other topics Links back to elements of music in previous topics, building upon this knowledge. Development of rhythm helping with next topic (African drumming). Links to Summer 1 where students begin to explore scales. Links to BTEC component 1.</p>	Creativity and imagination	<p>SEND- 1:1 support, coloured paper, scaffolding of tasks, chunking of tasks in to manageable chunks</p> <p>More able- leadership roles, higher level questioning and analysis , more challenging music to play if more advanced on instrument</p>	<ul style="list-style-type: none"> • Retrieval quizzes and activities at the start. Retrieval homeworks • Half termly performance assessment relating to assessment rubric.
African Drumming (Spr 2)	6	<p>Students should know and be able to explain or demonstrate:</p> <ul style="list-style-type: none"> • What a djembe is and what it is made from • Pulse/beat and note durations • Imitation 	PPT https://www.youtube.com/watch?v=jUWsvuvZgh4	<p>Literacy Self and peer evaluation of work Use of keywords when working in groups.</p> <p>CEIAG What's the Point? Rhythm in careers https://www.youtube.com/watch?v=yfUGvZmtRXw</p>	Creativity and imagination	<p>SEND- Prior warning to students of practical performance lessons Seating plan is specific to the students' needs</p>	<ul style="list-style-type: none"> • Key word recall with meaning • Demonstrate key techniques in response to previous lessons

		<ul style="list-style-type: none"> • Call and response • Playing a basic rhythm in time with others/class • Structure • Polyrhythms • Cyclic rhythms • Improvisation • Composition of own rhythms and putting together own piece. 	https://www.youtube.com/watch?v=21cRPQqvcuw	<p><u>SMSC</u> British Values- tolerance of music from other cultures, social working in groups</p> <p><u>Links to other topics</u> Links back to term 1 topic of with use of musical elements and development of rhythm. Pre-requisite to Year 8 Samba topic, links to world music keyboard topic. Links to BTEC Music TECH Award- Comp 1 exploration of styles and genres.</p>		<p>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><u>More able-</u> leadership roles, more difficult rhythmic patterns</p>	<ul style="list-style-type: none"> • Self and peer feedback • Summative assessment at the end of the unit (performance) • CTG questions from teacher on how to improve performances to achieve next steps.
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Year 7 Term 2