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| **Subject MUSIC - Year 8 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1** | **Title: Keyboard Skills 2** | | | | | **Number of lessons in sequence** | **8 x 1-hour lessons** |
|  | [KS2 Booklet](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\Resources\ASFA%20Keyboard%20Skills%202%20Booklet%202020.pdf) | | | | |  |  |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:** • Have a completely secure knowledge of the keys on the keyboard and be able to name both black and white notes correctly • Identify the pitches on the bass clef stave and name them correctly • Be able to play more complex melodies on the keyboard, using the left hand, with fluency • Be able to explain the importance of using the correct hand position to play a piece on the keyboard • Be able to describe the basic Elements of Music - pitch, melody, rhythm, tempo and dynamics - and state how they can be manipulated to affect a performance or composition • Show a working knowledge of how to evaluate music using the basic Elements of Music | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | **KS3:** The topic includes all three strands of Music education, noted in the NC for Music; *Listening & Appraising, Performance and Composition.*  Pupils will have the opportunity to learn a musical instrument, alongside listening to others playing a wide variety of music, giving them the opportunity to apply critical evaluation skills using musical terminology.  This topic builds on pupils’ existing knowledge of both playing the keyboard instrument and Music as a language. It leads directly on from *Keyboard Skills 1*, Unit 1 of the Year 7 curriculum.  The Year 7 unit is designed to *introduce* the aspects of keyboard playing, whereas this unit *develops* those skills and introduces more complex skills. | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge: Learners will:**  • Read musical notation on the bass clef using both pitches and rhythms • Be able to explain that music is a written language that you can hear and speak • Secure knowledge of the definitions of the basic Elements of Music (pitch, melody, rhythm, tempo and dynamics) • Understand the importance of resilient practice for musicianship • Understand the importance of resilient and consistent practise  **Skills: Learners will:**  • Learn how to play a variety of pieces on the keyboard using the left hand • Further develop confidence as performers, using either hand to play the keyboard • Work to create performances independently • Work to create performances with a partner, further developing collaboration and interpersonal skills • Evaluate music using the basic Elements of Music and voice opinions based on that information • Be able to implement a routine of resilient practise | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Melody, pitch, dynamics, tempo, rhythm, treble clef, bass clef, stave, fluency/fluently/fluent, accurate/accuracy, hand position, chord, accompaniment, bassline, collaboration, sharp, flat, semitone, enharmonic equivalent, key signature, voice (keyboard functions), style (keyboard functions), electronic, synthesizer  [KS2 Knowledge Organiser](file:///T:\Curriculum%20Planning\Knowledge%20Organisers%20Centrally%20for%20Printing\2020-21\Year%208\AP1\Music\MUSIC%202%20Keyboard%20Skills%202%20KO.pdf) | | **Knowledge Support:** • Pupil topic booklets include a vocabulary page, where they will write definitions to words as they are introduced. This can then be referred back to as required • Displays in the classroom are designed to help pupils to secure their knowledge of the basic Elements of Music whilst they are taking part in practical work • Common misconceptions addressed each time the Elements are referenced, using visual clues to remind of definitions  **Reading support:** • Use of visualiser and teacher modelling answers for written analysis of music • Acknowledgement within lessons that reading musical notation can be more difficult for some learners – we are learning a new language and it takes time to get it right  **Skills support:** • Letter names of notes included early on in pupil booklets to aid in the translation of musical notation to practical skill • Teacher demonstration of each piece using visualiser before task commences (a practical WAGOLL) • One-to-one or small group repeated demonstrations, throughout the practical learning process | **Opportunities:** • Pupils who show an aptitude in this unit, will be encouraged to attend extracurricular lessons or clubs • Some pupils may already have a high level of skill in the area of keyboard playing, therefore will need more difficult pieces to challenge them and extend their abilities. These will be provided in class, in the form of a bespoke extension booklet, catering to pupils’ individual requirements • Pupils who excel in class may be given more challenging pieces for home learning • Pupils will be encouraged to perform to the class, or to a group/partner, to extend their performance skills • Pupils will be given opportunities to perform at whole school events, showing their skills and developing their confidence in performance  **Scholarship:** • Some pupils may have piano lessons which would see them working towards examination. These pupils will be encouraged to complete their exam practice, in place of the more basic level one lessons • Pupils taking exams will be offered aural training to assist them in developing their musical awareness alongside their instrumental skill | **Listen:**  • Pupils will be listening to different composers in class, but other works by those composers will also be mentioned for wider listening • Teacher-curated Spotify playlists and YouTube playlists of relevant pieces will be made available as the unit develops  **Watch:** • Pupils will watch videos of other young performers, playing the piano/keyboard. There will be links to other performers and performances made available at timely intervals during the unit, which pupils can choose to explore at home  • *Links to suggested videos and playlists will be available through Class Charts and/or Microsoft Teams* | | | |

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| **Keyboard Skills 1** | **Sequence of learning Lesson title/theme** | **Key concepts/outcomes/knowledge and skills.** | **Assessment/ including specific content/ knowledge/skills tested.**  **Assess  Improve** | **Homework** [Homework List](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\Resources\KS2%20-%20Homework%20List.docx) | **Furthering Cultural Capital.**  **&**  **Opportunities for reading** | **Recall of prior or future topics** | **Lesson resources including or hyperlink to supporting websites/resources/books/texts & individual lessons.** |
| **Big Question** | *How does resilient practice improve musicianship?* | | | | | | |
| 1 | **Introduction to the Bass Clef** | • RECAP: The pitches on the treble clef stave and keyboard  • The pitches on the bass clef stave - lines and spaces  **Key Vocab:** Melody, pitch, dynamics, tempo, rhythm, treble clef, bass clef, stave, | • Knowledge check for notes on keyboard  • Knowledge check for pitches on stave in both clefs | HW 1 | • Reading of more complex musical notation – expanding knowledge of musical language | • Recall of notes on the treble clef stave and basic Elements of Music from Y7 Unit 1  • Recall of keyboard layout from Y7 Unit 1  • Recall of notes on the bass clef stave will be used throughout future topics | [KS2 - Introduction](file:///\\asfa-fs03\StaffShared$\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\1.%20KS2%20-%20Introduction.pptx) |
| 2 | **Playing a simple bassline** | • What are the different roles the left hand plays in keyboard music?  • Hand position (left hand only). Why is it important?  • How to play ‘Seven Nation Army’  **Key Vocab:** bassline, accompaniment, chords, melody | • Recap pitches on the bass clef stave  • Knowledge check notes on the keyboard • Filling in keyboard template |  | • Relating musical notation to popular music | [KS2 - Simple Bassline](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\2.%20KS2%20-%20Simple%20Bassline.pptx) |
| 3 | **Sharp and Flat notes** | • Identifying sharp and flat notes on the keyboard and stave  • ‘Yesterday’ - analysing a melody  • Key signatures - what do they tell us?  **Key Vocab:** sharp, flat, semitone, enharmonic equivalent, key signature | • Recognising sharp and flat notes   • Listening: Analysing ‘Yesterday’ using the musical elements • Purple pen Improvements to listening task | HW 2 (2 wks) | • Learning a piece of music related to our city  • Expanding knowledge of popular music | • Recall of sharp and flat notes essential for future topics and KS4/5 | [KS2 - Sharps and Flats](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\3.%20KS2%20-%20Sharps%20and%20Flats.pptx) |
| 4 | **Yesterday: Playing a piece with our left hand** | • ‘Yesterday’ - playing a melody in the left hand  • Securing hand position of the left hand  • Working with a partner in music - giving feedback effectively and analysing performance  **Key Vocab:** fluency, melody, hand position, sharp, flat | • Purple pen Improvements to written work in booklets.  • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing | • Recall of hand position will aid playing with both hands for future topics and performances | [KS2 - Yesterday](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\4.%20KS2%20-%20Yesterday.pptx) |
| 5 | **The Model: Working with a partner to create a performance** | • Electronic music – analysing ‘The Model’ • Playing a repetitive bassline in the left hand  • Playing a simple melody in the right hand  • Working together to achieve during practise  **Key Vocab:** Melody, bassline, genre, electronic, synthesizer, collaboration | • Giving peer feedback to show our understanding of success criteria  • Acting on feedback to improve our playing |  | • Exploring a new genre within popular music – looking at European synthesised pop from the 1970s-90s  • Expanding knowledge of popular music | • Electronic music relevant to GCSE AoS4 Popular Music • Collaboration with others a necessary skill for all key stages | [KS2 - The Model 1](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\5.%20KS2%20-%20The%20Model%201.pptx) |
| 6 | **The Model: Resilient Practise** | • Changing the voice, tempo and style on a keyboard  • Resilience in paired practise  • Working with a partner and staying in time  **Key Vocab:** Resilience, melody, bassline, genre, electronic, synthesizer, collaboration | • Rhythmic sums in booklet using knowledge organiser  • Acting on feedback to improve our playing | HW3 | • Establishing resilient practise methods is expected in most KS3 topics and vital for KS4 and 5 | [KS2 - The Model 2](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\6.%20KS2%20-%20The%20Model%202.pptx) |
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| **Big Question** | *How does resilience practice improve musicianship?* | | | | | | |
| 7 | **Keyboard Skills Showcase** | • Analysing a wide range of performances  • Giving effective feedback in different forms; verbal, written, demonstration, suggestions and discussion  • Performing to a larger group  **Key Vocab:** Melody, pitch, dynamics, tempo, rhythm, fluency, collaboration, audience | • Giving peer feedback to show our understanding of success criteria  • Final performance of a chosen piece |  | • Observing performances of others around school, within the Music department and applying skills of analysis | • Success criteria for a good performance applicable to all KS3 topics and will develop over time •Giving feedback to others relevant to all topics across KS3-5 | [KS2 - Showcase](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\7.%20KS2%20-%20Showcase.pptx) |
| 8 | **Evaluation** | • HOW DOES RESILIENT PRACTICE IMPROVE MUSICIANSHIP? • How to assess our own performance against success criteria  • Creating a personal list of ‘next steps’ for a practical skill | • Answering the big question  • Evaluating next steps  • Purple pen Improvements to written work in booklets. |  |  | • Self evaluation skills relevant to all Key Stages and beyond. | [KS2 - Evaluation](file:///T:\Music\Curriculum%202020-21\KS3\Year%208\1.%20Keyboard%20Skills%202\8.%20KS2%20-%20Evaluation%20-%20FINAL.pptx) |
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