|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject MUSIC - Year 9 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1** | **Title: Extended Keyboard Skills** | | | | | **Number of lessons in sequence** | **16 x 1-hour lessons** |
|  | [Extended Keyboard Skills Booklet](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\Resources\Melody%20with%20Chords%20Booket%20ASFA%202020-21.pdf) | | | | |  |  |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit learners will:** • Have a completely secure knowledge of the piano keyboard, identifying all black and white keys correctly • Identify the pitches on both treble and bass clef staves and name them correctly • Be able to play more complex right hand melodies on the keyboard using white and black notes • play a melody whilst simultaneously playing a simple accompaniment in the left hand • Be able to demonstrate the correct hand position for a number of keys and explain the importance of this • Use pitch, melody, rhythm, tempo and dynamics in performance and show understanding of these terms through appraisal • Be able to describe increasingly complex Elements of Music – tonality, harmony and structure - stating how they can be manipulated to affect a performance or composition • Show a working knowledge of how to evaluate music using multiple 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.*  Learners will have the opportunity to extend their skills in playing a keyboard instrument.  Learners will observe and listen to a wide variety of music, giving them the opportunity to apply critical evaluation skills using musical terminology.  This topic builds on learners’ 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 and *Keyboard Skills 2,* Unit 1 of the Year 8 curriculum. The Year 7 and 8 units are designed to *introduce* and *develop* the aspects of keyboard playing, whereas this unit *extends* those skills into different genres and styles, looking at a wider variety of musical elements. | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge: Learners will:**  • Understand how to read musical notation on the treble and bass clef staves • Be able to explain an understanding of music as a written language • Have a very secure knowledge of the definitions of Elements of Music (pitch, melody, rhythm, tempo and dynamics) • Have a working knowledge of tonality, harmony and structure • Understand the different styles of composition for two-handed piano (spirituals, classical music, film and tv themes)  **Skills: Learners will:**  • Learn how to play a variety of pieces on the keyboard using both hands simultaneously • Further develop confidence working with a partner to achieve a successful performance • Develop confidence as a solo performer • Further develop collaboration and interpersonal skills both through ensemble playing and audience interaction • Evaluate music using multiple Elements of Music and voice opinions based on that information • Demonstrate consistent, resilient practice with both purpose and structure • Play pieces of music from a variety of settings and periods | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Treble clef, bass clef, stave, solo/soloist, duet/duo, ensemble, fluency/fluently/fluent, accurate/accuracy, hand position, monophonic, homophonic, accompaniment, triad, extended chord, dominant seventh, broken chord, collaboration, sharp, flat, semitone, enharmonic equivalent, key signature, composer.  Melody, pitch, dynamics, tempo, instrumentation, rhythm, tonality, harmony, texture, structure  [EKS Knowledge Organiser](file:///T:\Curriculum%20Planning\2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments\Music\Knowledge%20organisers%202020-21\KS3\Year%209\Extended%20Keyboard%20Skills%20KO.pdf) | | **Knowledge Support:** • Topic booklets include a vocabulary page, where learners can 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 learners 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 topic 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:** • Learners who show an aptitude in this unit, will be encouraged to attend extracurricular lessons or clubs • Some learners 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 learners’ individual requirements • Learners who excel in class may be given more challenging pieces for home learning • Learners will be encouraged to perform to the class, or to a group/partner, to extend their performance skills • Learners will be given opportunities to perform at whole school events, showing their skills and developing their confidence in performance  **Scholarship:** • Some learners may have piano lessons which would see them working towards examination. These learners will be encouraged to complete their exam practice, in place of the more basic level one lessons • Learners taking exams will be offered aural training to assist them in developing their musical awareness alongside their instrumental skill | **Listen:**  • Learners 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:** • Learners 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 learners can choose to explore at home  **Read:**  • The Lucy Variations by Sara Zarr – story of a teen prodigy pianist, who struggles to keep her career going and her passion for music • Lang Lang - Journey of a Thousand Miles | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **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 do harmony and accompaniment enhance a performance?* | | | | | | |
| 1 | **Introduction to Extended Keyboard Skills** | • INTRO: expectations and overview of what we will be performing during the unit  • RECAP: The pitches on the treble clef stave and keyboard  **Key Vocab:** Treble clef, bass clef, soloist, solo, duet, duo, ensemble | • Knowledge check on the keyboard layout and treble/bass staves | HW 1  [All homework](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\Resources\EKS%20-%20Homework%20List.docx) |  | • Recall of notes on treble and bass clef staves from previous units | [EKS - Intro](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\1.%20EKS%20-%20Introduction.pptx) |
| 2 | **OWTS: playing a simple melody** | • Playing a melody with the right hand, using the correct hand position  • Adding in a ‘chord note’ as a simple accompaniment  **Key Vocab:** treble clef, melody, chord note | • Visual check for accurate hand position • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing |  |  |  | [EKS - OWTS 1](file:///\\asfa-fs03\StaffShared$\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\2.%20EKS%20-%20OWTS%201.pptx) |
| 3 | **OWTS: adding an accompaniment to a melody** | • Working with a partner and playing an accompaniment  • What is accompaniment?  • What is a triad chord?  **Key Vocab:** accompaniment, triad chord, rhythm | • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing |  | • Creating a developed performance based on specific success criteria | • Recall of sharp and flat notes essential for future topics and KS4/5 | [EKS - OWTS 2](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\3.%20EKS%20-%20OWTS%202.pptx) |
| 4 | **What is harmony?** | • Discussion – what is harmony?  •Finishing off OWTS, adding broken chords  **Key Vocab:** accompaniment, triad chord, chord note, harmony, monophonic, homophonic, rhythm | • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing |  |  |  | [EKS - Harmony](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\4.%20EKS%20-%20Harmony.pptx) |
| 5 | **Fur Elise: Beethoven** | • Beethoven introduction • Ode to Joy listening task • Analysing a performance of Fur Elise  • Fur Elise analysis  **Key Vocab:** Composer, melody, accompaniment, chord, rhythm | • Performing with a partner  • Giving effective Peer feedback  • Purple pen Improvements to listening tasks  • Acting on feedback to improve our playing | HW 2  (2 weeks) | • Watching contemporary performers, playing classical music on the piano  • Exploration of Western Classical Music • Homework project on prolific composer |  | [EKS - Beethoven](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\5.%20EKS%20-%20Beethoven.pptx) |
| 6 | **Fur Elise: Focussed Practise** | • Demonstrating resilient practice • Major and Minor Chords (E major, A minor)  **Key Vocab:** melody,major, minor, chords, triads, sharp, flat | • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing |  | [EKS - Fur Elise 1](file:///\\asfa-fs03\StaffShared$\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\6.%20EKS%20-%20Fur%20Elise.pptx) |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **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 do harmony and accompaniment enhance a performance?* | | | | | | |
| 7 | **Fur Elise: Developing a performance** | • Demonstrating resilient practise  • Trialling different types of accompaniment  • Considering the audience when practising  **Key Vocab:** audience, broken chord, triads, accompaniment | • Giving peer feedback to show our understanding of success criteria  • Final performance of a chosen piece |  | • Creating a developed performance based on specific success criteria |  | [EKS - Fur Elise 2](file:///\\asfa-fs03\StaffShared$\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\7.%20EKS%20-%20Fur%20Elise%202.pptx) |
| 8 | **Titanic Theme: Film music** | • Film Music and how it is composed  • Manipulating the Elements of Music to create emotion • Beginning to play a film theme  **Key Vocab:** Melody, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, Tonality, Film Music, composer | • Answering the big question  • Evaluating next steps  • Purple pen Improvements to written work in booklets. | HW 3 | • Exploration of film music composition techniques  • Impact of music on contemporary film audiences |  | [EKS - Film Music](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\8.%20EKS%20-%20Titanic%201.pptx) |
|  |  |  |  |  |  |  |  |
| 9 | **Titanic Theme: Focussed practise** | • Demonstrating resilient practice  • Major and Minor chords (Bb major, D minor)  **Key Vocab:** major, minor, chord, triad, melody, accompaniment | • Knowledge check for notes on keyboard  • Knowledge check for pitches on stave in both clefs |  |  |  | [EKS - Titanic 1](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\9.%20EKS%20-%20Titanic%201.pptx) |
| 10 | **Titanic Theme: Developing a performance** | • Syncopation and dotted rhythms  • Trialling different types of accompaniment  • Considering the audience when practising  **Key Vocab:** major, minor, chord, triad, melody, accompaniment, broken chord, syncopation, rhythm | • Recap pitches on the bass clef stave  • Knowledge check notes on the keyboard • Filling in keyboard template |  | • Creating a developed performance based on specific success criteria |  | [EKS - Titanic 2](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\10.%20EKS%20-%20Titanic%202.pptx) |
| 11 | **Match of the Day: Challenge piece** | • Extended chords and dominant seventh chords  • How to work out a dominant seventh chord  • Complex hand positions  **Key Vocab:** Dominant seventh chord, extended chord, flattened note | • Recognising sharp and flat notes   • Listening: Analysing ‘Yesterday’ using the musical elements • Purple pen Improvements to listening task |  | • Exploration of tv theme music composition techniques  • Impact of music on television audiences |  | [EKS - Match of the Day](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\11.%20Match%20of%20the%20Day.pptx) |
| 12 | **Working towards a performance: selecting a piece** | • What to consider when choosing a piece for performance  • How to work out a dominant seventh chord  **Key Vocab:** Fluency, accuracy, melody, accompaniment | • Purple pen Improvements to written work in booklets.  • Performing with a partner  • Giving effective Peer feedback  • Acting on feedback to improve our playing | HW 4 | • Practising outside of lesson time  • Joining Keyboard Club |  | [EKS - Performance Prep 1](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\12.%20Selecting%20a%20Piece.pptx) |
| 13 | **Working towards a performance: focussed practise** | • Focussing your practise to prepare for performance  • Helping others to achieve success in their practise  **Key Vocab:** Fluency, accuracy, melody, accompaniment, tempo, rhythm, dynamics | • Giving peer feedback to show our understanding of success criteria  • Acting on feedback to improve our playing | HW 5 | • Practising outside of lesson time  • Creating a developed performance based on specific success criteria to |  | [EKS - Performance Prep 2](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\13.%20Preparing%20for%20Performance.pptx) |
| 14 | **Keyboard Skills Showcase**  *2 lessons to allow for individual performances with immediate individualised feedback for each learner from peers and teacher* | • 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, accompaniment, harmony, broken chord, triad, | • Giving peer feedback to show our understanding of success criteria  • Final performance of a chosen piece |  | • Performing to an audience in a formal performance setting  • Taking part in a performance showcase as an audience member  • Applying success criteria to other aspects of school performance  • Giving thoughtful feedback in other scenarios | • 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 | [EKS - Showcase](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\14.%20and%2015.%20EKS%20-%20Showcase.pptx) |
| 15 |
| 16 | **Evaluation** | • HOW DO HARMONY AND ACCOMPANIMENT ENHANCE A PERFORMANCE? • 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. | [EKS - Evaluation](file:///T:\Music\Curriculum%202020-21\KS3\Year%209\1.%20Extended%20Keyboard%20Skills\16.%20Evaluation.pptx) |