

YEAR 8 PERFORMANCE STUDIES (MUSIC) JUST PLAY SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This unit was designed to build holistic musical skills and understanding of how to play as a whole class band using ukulele, keyboard and guitar. Providing step-by-step guidance, students will be supported in their musical development, no matter what their prior musical knowledge is.</p> <p>Just Play activities will get students playing straight away, starting with clapping the pulse and call and response activities. Warm-ups will gradually progress in difficulty. Three and four chord medleys will allow for practice in changing chords or taking turns to play each instrument.</p> <p>Tasks are differentiated to provide students (based on their knowledge and skill) with an appropriate challenge that meets their needs and growth to further stimulate their musical understanding. Some students may have very little experience in playing guitar/ukulele/keyboard and they will be supported through the activities to develop the fundamental skills such as posture and technique. Experienced players will have an opportunity to explore full guitar chords or advanced strumming patterns as well as adding a base line to existing chords.</p> <p>Playing song medleys will allow students to explore different genres and musical structure. Song list includes music by Oasis, Black Eyed Peas and Rolling Stones to support wide variety of music listening experience.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Playing chord progressions accurately and rhythmically (C, G, Em and Am) 2) Instrument technique - correct posture, use of strumming patterns and fingering. 3) Whole class performance – being able to participate in a whole class performance whilst keeping in time. <p>These are the three key areas that enable students to successfully play an instrument. Development of these skills lay the foundation to move onto learning more chords and reading ukulele/guitar tabs. Once acquired, these are transferable skills that are a necessity for the mastering of a musical instrument and development of band skills.</p>	<p>Pulse – Is a steady beat. Tempo – Speed of music. Musical arrangement – A reworking of a piece of music. Rhythm – A combination of note lengths in a bar. Chord – Two or more notes are played together at the same time. Melody – The main tune. Arpeggio – Notes of a chord are played ascending or descending. Major – Happy sound. Minor – Sad sound. Key – Major or minor scale in which the piece is written. Verse – Repeated section of a song with new set of lyrics on each repetition. Chorus – Recurring, most memorable part of a song. Medley – A collection of songs played one after the other.</p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted instrument players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of strumming patterns (e.g. 1 strum per beat or more complicated off beat patterns). 2) Full guitar chords. 3) Adding a base line to keyboard chords (using both hands at the same time). <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. There is a range of abilities in a music class, this scheme of learning allows all abilities to progress. Higher achievers may play extended chords, play both hands on keyboard or explore more advanced strumming, whilst lower achievers can focus on the main chords within the progression and increase difficulty once this is achieved. Extra challenges will be used to enable students to progress at their own pace. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p>Social Issues</p> <ul style="list-style-type: none"> • Being able to work as a team. • Communication. • Respecting others. • Respecting environment. <p>Wider world learning</p> <ul style="list-style-type: none"> • Songs include music by Oasis, Black Eyed Peas and Rolling Stones (cover version). • Students will listen to the original versions of the songs included in medley. • Students will compare performances of different performers. 	<p>Students will have the opportunity to further their skills at the weekly after school club which is provided free of charge by the Music department (every Thursday).</p> <p>Students have the opportunity to have 1:1 or duo instrument lessons which are provided by the Norfolk Music Hub.</p> <p>Students will have the opportunity to perform in school concerts (to be confirmed).</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>“If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once a week.” Charles Darwin (Theory of evolution) Music education enhances communication and learning skills through creativity, teamwork, cultural awareness and discipline.</p> <p>In addition to the above, the performance studies values are key in whole class playing, for example:</p> <ul style="list-style-type: none"> ● Inspiration: Hearing a song by a famous singer and being able to play it on an instrument. ● Excellence: Solo performing opportunities, practise make permanent. ● Respect: Respecting those you make music with because everyone is unique in their musical ability. ● Determination: Improving your skills and mastering an instrument. 	<p>Students will read the lyrics to the various songs, decode rhythmic patterns and diagrams, and look for similar patterns in chords.</p> <p>Some students will create their own strumming patterns to fit in 4 beat patterns using different note values (semibreves, minims, crotchets and quavers).</p>	<p>Some students may regard ukulele as an easy instrument to play. For many, it is easier than the guitar because it is a smaller size and there are only 4 strings as opposed to 6. Nevertheless, mastering the ukulele helps students to extend their knowledge and musical ability.</p> <p>Some students naturally hold the neck of the ukulele/guitar with their writing hand when it should be the opposite side.</p> <p>Some students my only use certain fingers to play keyboard. All five fingers should be included to achieve dexterity and flexibility.</p>
<p>Assessment timeline:</p>		
<p>The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity, so students know when they are making progress. The teacher will demonstrate the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will enable the teacher to observe a <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be obtained lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key principles.</p>		
<p>Home learning/extra-curricular</p>		
<ul style="list-style-type: none"> ● Some students may have their own instrument to practise on. ● After school music club (every Thursday). 		
<p>Feedback</p>		

Feedback from the teacher in music lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing every lesson for every child. This will vary due to the size of classes.**

Due to the nature of learning an instrument, peer feedback will be incorporated frequently. Often students are feeding back to their own group and this provides an excellent opportunity for them to give details on what went well and what could be improved.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													