The Warriner School Subject Curriculum Map

Subject: Music	Year Group: Year 8	Unit: 4 chord performance SOTR

Unit objectives: (NC Statements) To understand what a chord is Be able to play four different chords on ukulele create a full ensemble performance of a 4 chord song Be able to rehearse in a structured and planned way Be able to play with good pulse as part of ensemble Be able to make critical decision during rehearsal process to aid progress	

Context for study: First small ensemble performance. Builds on y7 ukulele intro unit and prepares for y9 4 chord performance unit

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold***)

To know that a chord is a combination of 3 or more specific notes - 4 on a ukulele (dec)
To know that pattern of notes that create a chord (dec)
To know that chords can at their most basic, be major or minor (dec)
To know that a C chord finger pattern - rapid recall (dec)
To know that an F chord finger pattern - rapid recall(dec)
To know that a G chord finger pattern - rapid recall (dec)
To know that an Am chord finger pattern - rapid recall (dec)
To know how to transition between all four chords at greater speed (pro)
To know how to read chords in the context of a lead sheet (disc)
To know that rehearsal needs to be broken down into small, manageable chunks (disc)
To know that repetition aids progress (disc)
To know that an ensemble must have a good sense of pulse (disc)
To know that there are different strumming patterns to (dec)
To know how to select a strumming pattern for interest (dec)
To know that an ensemble must start and finish together (disc)
To know that reflection after practise is required to plan for next rehearsal (disc)

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.* Using correct fingers particularly for G chord	Literacy and Oracy development opportunities: *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*
Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* Students perform in small ensembles for final assessment	