

Performance Progression		
Year 7	Keyboard Skills – Frere Jacques	<b>Instrument performance project</b>
		<b>Previous learning</b> – <i>None (expect individual experience)</i>
		<ul style="list-style-type: none"> <li>- Solo work on keyboard (shared in pairs) *paired work for differentiation</li> <li>- Regular solo performance opportunities for level progression</li> <li>- Class performance opportunities</li> <li>- Regular feedback from teacher/peers and opportunities for development.</li> <li>- Maintaining individual parts in both hands</li> <li>- Performance of chord progressions in C major</li> </ul>
	Stomp music	<b>Home-made instrument project</b>
		<b>Previous learning</b> – <i>Keyboard skills – Solo performances, texture – parts, performing from notation</i>
		<ul style="list-style-type: none"> <li>- Group performance topic – Regular performances for formative assessment purposes</li> <li>- Opportunity for solo parts (differentiation)</li> <li>- Maintaining individual parts in a group ensemble</li> <li>- Different roles within an ensemble (leading the ensemble [differentiation])</li> <li>- Regular feedback from teacher/peers</li> </ul>
	Singing	<b>Whole-class singing project</b>
		<b>Previous learning</b> – <i>keyboard skills – solo performances and parts</i> - <i>Stomp music – performing as part of an ensemble, parts, structure</i>
		<ul style="list-style-type: none"> <li>- Regular performance opportunities</li> <li>- Working as part of an ensemble</li> <li>- Maintaining a part</li> <li>- Opportunities for solo parts (differentiation)</li> <li>- Teacher-led activity with formative feedback embedded.</li> </ul>
Year 8	Keyboard Skills - MHWGO	<b>Instrument performance project</b>
		<b>Previous learning</b> – <i>Keyboard skills (Y7) – solo performances, texture – parts, structure, performing from notation</i> - <i>Stomp music (Y7) – parts, structure, performance, performing from graphic notation</i>
		<ul style="list-style-type: none"> <li>- Solo work on keyboard (shared in pairs) *paired work for differentiation</li> <li>- More complex piece in a structure</li> <li>- three differentiated pieces</li> <li>- Regular performance and formative assessment opportunities/progression</li> <li>- Maintaining more complex rhythms and range of notes in right hand</li> <li>- Left-hand chords – C major (Em in modulation harder difficulty piece)</li> </ul>
	Samba	<b>Whole class percussion project</b>
		<b>Previous learning</b> – <i>Stomp Music – performing as part of an ensemble, parts, structure, leading an ensemble (diff)</i> - <i>Keyboard skills (Y7, Y8) – parts, solo performance, performing from notation</i> - <i>Singing (Y7) – parts, solo performance, performing as an ensemble, following a leader</i>
		<ul style="list-style-type: none"> <li>- Regular performance and assessment opportunities</li> <li>- Maintaining a part in a large group ensemble</li> <li>- Opportunities for solo parts with Surdo</li> <li>- Different roles within the ensemble (leader of the ensemble [differentiation])</li> <li>- Regular feedback form teacher</li> </ul>
	Ukulele	<b>Instrument performance project</b>
		<b>Previous learning</b> – <i>Keyboard Skills (Y7, Y8) – solo performance, chord sequences, performing form notation</i> - <i>Singing (Y7) Solo performance, performing as part of an ensemble</i>

		<ul style="list-style-type: none"> <li>- Solo work on Ukulele</li> <li>- Differentiated pieces as levels progress</li> <li>- Regular performance opportunities with formative assessment embedded throughout.</li> <li>- Chords and strumming in the key of C major to begin, introducing other chords</li> <li>- Class and solo performance</li> </ul>
	Singing	<p><b>Whole-class singing project</b></p> <p><b>Previous learning</b> – <i>Singing (Y7) – performing as part of an ensemble, part singing, solo singing, singing techniques</i></p> <ul style="list-style-type: none"> <li>- <i>Keyboard (Y7, Y8) – solo performance, parts, performing from notation</i></li> <li>- <i>Stomp/Samba (Y7, Y8) – Performing as part of an ensemble, parts/solo, performance from graphic notation</i></li> </ul> <ul style="list-style-type: none"> <li>- Regular performance opportunities</li> <li>- <i>Develop skills from last year</i></li> <li>- More complex pieces suitable for further development</li> <li>- Working as part of an ensemble</li> <li>- Maintaining a part</li> <li>- Opportunities for solo parts (differentiation)</li> <li>- Teacher-led activity with formative feedback embedded.</li> </ul>
Year 9	Keyboard Skills – The Blues	<p><b>Instrument performance project</b></p> <p><b>Previous learning</b> – <i>Keyboard skills (Y7, Y8) – performance from notation, parts, solo performance, structure</i></p> <ul style="list-style-type: none"> <li>- <i>Singing (Y7, Y8) – solo performance, parts, texture, structure</i></li> </ul> <ul style="list-style-type: none"> <li>- Solo work on keyboard (shared in pairs [paired for differentiation if needed])</li> <li>- More complex skills – improvisation, left hand complexity (walking bass line)</li> <li>- Regular performance &amp; assessment opportunities for progression</li> <li>- Class performance opportunity</li> <li>- Maintaining parts in both hands</li> </ul>
		<p><b>Solo/group singing project</b></p> <p><b>Previous learning</b> – <i>Singing (Y7, Y8) – solo singings, part singing, structure, singing techniques</i></p> <ul style="list-style-type: none"> <li>- <i>Keyboard Skills (Y7, Y8, Y9) – solo performance, parts, texture, performing from notation</i></li> <li>- <i>Stomp/Samba (Y7, Y8) – solo performance, part performance, performing form notation</i></li> <li>- <i>Ukulele – solo performance, performing from notation</i></li> </ul> <ul style="list-style-type: none"> <li>- Solo/group performance opportunities</li> <li>- <i>Developing skills from the previous singing topics into a (pupil) chosen piece</i></li> <li>- Working as part of an ensemble (choice)</li> <li>- Maintaining a solo or solo part in an ensemble</li> <li>- Rehearsal for final performance</li> </ul>
		<p><b>Instrument performance project</b></p> <p><b>Previous learning</b> – <i>Singing (Y7, Y8) – solo performance, parts, structure,</i></p> <ul style="list-style-type: none"> <li>- <i>Keyboard Skills (Y7, Y8, Y9) – solo performance, parts, texture, performing from notation</i></li> <li>- <i>Stomp/Samba (Y7, Y8) – solo performance, part performance, performing form notation</i></li> <li>- <i>Ukulele – solo performance, performing from notation</i></li> </ul> <ul style="list-style-type: none"> <li>- Solo/group performance opportunities</li> <li>- Working as part of an ensemble</li> <li>- Maintaining an individual/small group part in a larger ensemble</li> <li>- Opportunity for leadership role within a group ensemble (differentiation)</li> <li>- Regular formative feedback to aid progression.</li> </ul>
	Singing - Karaoke	<p><b>Solo/group singing project</b></p> <p><b>Previous learning</b> – <i>Singing (Y7, Y8) – solo singings, part singing, structure, singing techniques</i></p> <ul style="list-style-type: none"> <li>- <i>Keyboard Skills (Y7, Y8, Y9) – solo performance, parts, texture, performing from notation</i></li> <li>- <i>Stomp/Samba (Y7, Y8) – solo performance, part performance, performing form notation</i></li> <li>- <i>Ukulele – solo performance, performing from notation</i></li> </ul> <ul style="list-style-type: none"> <li>- Solo/group performance opportunities</li> <li>- <i>Developing skills from the previous singing topics into a (pupil) chosen piece</i></li> <li>- Working as part of an ensemble (choice)</li> <li>- Maintaining a solo or solo part in an ensemble</li> <li>- Rehearsal for final performance</li> </ul>
	African Music	<p><b>Instrument performance project</b></p> <p><b>Previous learning</b> – <i>Singing (Y7, Y8) – solo performance, parts, structure,</i></p> <ul style="list-style-type: none"> <li>- <i>Keyboard Skills (Y7, Y8, Y9) – solo performance, parts, texture, performing from notation</i></li> <li>- <i>Stomp/Samba (Y7, Y8) – solo performance, part performance, performing form notation</i></li> <li>- <i>Ukulele – solo performance, performing from notation</i></li> </ul> <ul style="list-style-type: none"> <li>- Solo/group performance opportunities</li> <li>- Working as part of an ensemble</li> <li>- Maintaining an individual/small group part in a larger ensemble</li> <li>- Opportunity for leadership role within a group ensemble (differentiation)</li> <li>- Regular formative feedback to aid progression.</li> </ul>