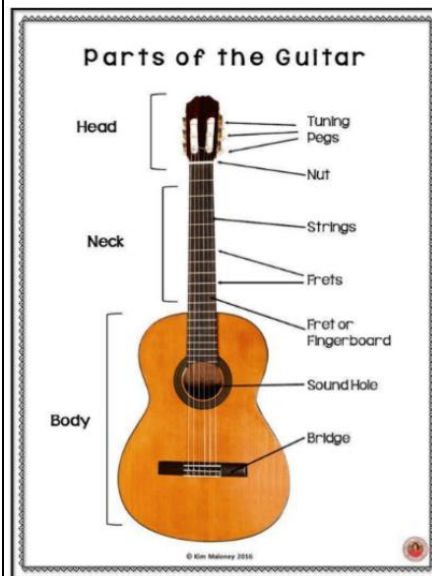


Meden School Curriculum Planning							
Subject	Music	Year Group	8	Sequence No.	1	Topic	Guitar

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Key Questions:</p> <p>How do I play G, C, Em & D chord on the guitar?</p> <p>How do I switch between guitar chords?</p> <p>What strumming patterns can I use?</p> <p>How do I read TAB notation?</p> <p>How do I play a riff on one string?</p> <p>How do I play a riff on more than one string?</p>	<p>At the start of Y8, pupils have a good base knowledge of classroom instruments, musical notation, theory and have composed, performed and appraised.</p> <p>This unit aims to develop and build their knowledge of chords, TAB and links from the ukulele to the guitar.</p> <p>Pupils are taught the knowledge and vocabulary essential for chords and TAB.</p> <p><u>Theory Knowledge – all students are taught knowledge of music theory</u></p> <p>TAB: A way of writing down the notes for the guitar using 6 horizontal lines for the strings and numbers for the frets.</p> <p>Staff: The name for the TAB.</p> <p>Fret: A metal bar that goes across the strings on a guitar neck.</p> <p>String: The strings on the guitar, made out of metal and nylon.</p> <p>Plectrum: A plastic device used to strum or pluck the guitar strings.</p> <p>Strumming: A way of playing the guitar where you play all 6 strings at once.</p> <p>Plucking/Picking: A way of playing the guitar where you play only one string at a time.</p> <p>Time Signatures: Dividing the music into beats and bars.</p>	<p>Rodrigo. The piece was written in 1938 in the middle of the Spanish civil war where musicians were persecuted. Rodrigo had fled to Paris. He was blind and wrote the notation in Braille. His wife gave birth to a still born child and this was his expression of grief. https://www.youtube.com/watch?v=9iiax6qOKWo</p> <p>Best Day Of My Life</p> <p>Was being written when there was a shooting in an American school in 2012. They were inspired to write the song to "make people happy and make people feel positive, because that's something that was missing from rock and from songwriting, just something so simplistic that can be an earworm, that can carry people."</p> <p>Just The Way You Are</p> <p>Personal Development link to self worth.</p>

	<p>Chords: 2 or more notes played at the same time.</p> <p>Chord Sequences: How chords are fit together to form a piece of music.</p> <p>Major: chords that have an upbeat sound</p> <p>Minor: chords that have a more moody sound.</p> <p>Riff: A short musical pattern that is repeated usually at the start of a piece.</p> <p>Flats and Sharps: Flats make a musical note move down by one and sharps move the note up by one.</p> <p>Classical Guitar: A guitar made of wood. It doesn't need to be amplified to hear it.</p> <p>Electric Guitar: A guitar made of plastic that needs to be plugged into an amp. The sound can be manipulated through the amp.</p> <p>Bass Guitar: A guitar that only has 4 strings. This guitar plays the lowest notes in a piece.</p> <p>Posture: The way in which we hold our body – shoulders, neck and back.</p> <p>Neck: The long thin part of the guitar which houses the frets and strings.</p> <p>Tuning pegs: These tune the guitar. They tighten or loosen the strings and in turn change the pitch to either higher or lower.</p> <p>Soundhole: The hole in the middle of the classical guitar through which the sound is amplified.</p>	
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Bridge: The strings are attached to the bridge on the body of the guitar.



Staff

Tab staff lines represent guitar strings



Fret numbers are placed on staff lines to tell you where to put your fingers.

Lesson Knowledge

- Pupils understand knowledge on how to hold a guitar ensuring correct posture and hand position.
- Pupils understand knowledge on **TAB** notation. The 6 horizontal lines represent the strings. The top line is the string nearest your feet with the highest pitch. The bottom line is the string nearest your nose with the lowest pitch. The numbers represent the **fret** to put your finger on.
- Pupils understand knowledge about how to play **riffs**. Pupils perform pieces with an increasing level of difficulty.
- Pupils work on using their knowledge of **TAB** to play with increasing confidence and **fluency**, changing between strings and frets with increasing accuracy.

	<ul style="list-style-type: none">• Pupils analyse songs continuing to use their knowledge of musical theory and elements, including but not limited to time signatures, instrumentation, structure, rhythms, harmony (major/minor), dynamics, texture.• Pupils understand knowledge on playing in time with a track/song and improving their fluency.• Pupils understand knowledge of chords both major and minor, how to create these chords and how they change the feeling of the piece.• Pupils understand knowledge of chord sequences. Pupils use this knowledge to create their own chord sequences.	
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