



# YEAR 10 AUT 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 9 pupils will be taught, following the Eduqas GCSE specification, the following this term:</p>
<b>Skills/Assessment Objective Links</b>	<p>The concept and context of musical theatre, types of musicals, genres of song</p> <p>Reading simple stave notation and tab</p> <p>Working as a class to prepare performance</p> <p>Working as a small group to prepare performance</p> <p>Develop personal practice skills</p> <p>Understanding the assessment grid for performance</p> <p>The different types of voice and the ways they can be used</p> <p>The ways that voices can be combined</p> <p>The instruments used in the orchestra with reference to pit bands in musical theatre</p> <p>Playing techniques of orchestral instruments</p> <p>Notation for dynamics</p> <p>Ways to describe texture</p> <p>Aurally recognising tempo, dynamics, voices, instruments and textures</p> <p><b><u>Eduqas specification extracts:</u></b></p> <p>In this area of study, learners develop understanding of <b>sonority</b> and <b>texture</b>, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from <b>chamber music, musical theatre, jazz and blues</b>, learners will study texture, including how composers combine musical lines in the following textures:</p> <p><b>Ensemble Performance</b></p> <p>All learners are required to perform as part of an ensemble. An ensemble performance may be on any instrument, voice or technology-based option. In each case learners are required to:</p> <ul style="list-style-type: none"> <li>perform in a group of between two and eight live performers, the other members of the ensemble need not be taking the examination</li> <li>perform a significant <b>individual</b> part which is <b>not</b> doubled</li> <li>perform accompanied <b>or</b> unaccompanied as a group but <b>not</b> conducted (the accompaniment can be live <b>or</b> a backing track).</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will work in large and small groups and pairs, and will need to interact effectively with other students. They will need to be self-aware as well as considerate of others. Students will need to make value judgements about what is a priority for rehearsal. Students will listen to a wide range of music from diverse artists and cultures.</p> <p><b>PSHE/British Values:</b> Tolerance – students will be exposed to examples of music from a diverse range of performers and composers</p> <p><b>Skills Builder:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">         </div>



<b>Numeracy</b>	Notation is presented in a graphical manner, and requires similar skills to decode. Students will be asked to identify the number of beats in the bar, and the subdivisions within													
<b>Literacy</b>	<b>Vocabulary Tier 2:Accuracy, technical control, communication, expression,</b> <b>Vocabulary Tier 3:Dynamics, Texture, Tempo, Soprano, Alto, Tenor, Bass, Baritone, Mezzo Sopr</b> <b>Treble, Strings, Woodwind, Brass, Percussion, all instrument names, forte, piano, allegro, andante, largo,</b> <b>monophonic, homophonic, polyphonic, unison, octaves, layered, imitation, chordal</b> <b>Reading:</b> Students will read for information and for understanding. Students will read research materials to find definitions <b>Writing:</b> Students will write definitions of new vocabulary. Students will write single word and short phrase answers to listening questions <b>Oracy:</b> Students will answer questions verbally, discuss answers with other students, work collaboratively and discuss progress and planning													
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Teamwork – by working independently in small groups students will develop skills in discussion, collaboration, compromise and listening. Oracy – students will develop a strong vocabulary and be able to express themselves													
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:													
<b>QFT/SEND Provision</b>	<b>By product:</b> <b>By resource:</b> <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.													
<b>Implementation Curriculum Delivery</b>	To be able to:													
<b>Learning Outcomes (Most Powerful Knowledge)</b>	<ul style="list-style-type: none"> <li>• To understand the requirements of the course</li> <li>• To understand what Musical Theatre is and what types of musicals there are</li> <li>• To understand the different voice types</li> <li>• To be able to research vocal vocabulary</li> <li>• To be able to identify voice types and vocal ensembles aurally</li> <li>• To be able to develop a performance as a group</li> <li>• To be able to evaluate a group performance</li> <li>• To be able to rehearse and perform in a small group</li> <li>• To understand the families and instruments of the orchestra</li> <li>• To understand vocabulary related to playing techniques</li> <li>• To understand notation for dynamics and dynamic changes</li> <li>• To be able to refine a piece for performance</li> </ul> Red denotes interleaving; aspects of knowledge covered previously.													
<b>Current learning to be developed in the future within:</b>	Vocabulary will be used through the GCSE course Ensemble performance skills will be used regularly leading to NEA piece in Y11													
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities. <table border="1" data-bbox="347 1581 1519 1727"> <tr> <td><b>Formative</b></td> <td>Focus on Sound 1.4</td> <td>Written <u>hwk</u> feedback sheet</td> </tr> <tr> <td><b>Summative</b></td> <td>Ensemble Performance</td> <td>Written Performance feedback sheet (GCSE criteria)</td> </tr> <tr> <td><b>Summative</b></td> <td>10Aut1 Listening Assessment</td> <td>Written Feedback sheet</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		<b>Formative</b>	Focus on Sound 1.4	Written <u>hwk</u> feedback sheet	<b>Summative</b>	Ensemble Performance	Written Performance feedback sheet (GCSE criteria)	<b>Summative</b>	10Aut1 Listening Assessment	Written Feedback sheet			
<b>Formative</b>	Focus on Sound 1.4	Written <u>hwk</u> feedback sheet												
<b>Summative</b>	Ensemble Performance	Written Performance feedback sheet (GCSE criteria)												
<b>Summative</b>	10Aut1 Listening Assessment	Written Feedback sheet												
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.													