



YEAR 10 AUT 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Curriculum Intent	In addition to working further on objectives from Year 9 pupils will be taught, following the Eduqas GCSE specification, the following this term:
Skills/Assessment Objective Links	The concept and context of musical theatre, types of musicals, genres of song
	Reading simple stave notation and tab
	Working as a class to prepare performance
	Working as a small group to prepare performance
	Develop personal practice skills
	Understanding the assessment grid for performance
	The different types of voice and the ways they can be used
	The ways that voices can be combined
	The instruments used in the orchestra with reference to pit bands in musical theatre
	Playing techniques of orchestral instruments
	Notation for dynamics
	Ways to describe texture
	Aurally recognising tempo, dynamics, voices, instruments and textures
	<p><u>Eduqas specification extracts:</u></p> <p>In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the following textures:</p>
	<p>Ensemble Performance</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"> perform in a group of between two and eight live performers, the other members of the ensemble need not be taking the examination perform a significant individual part which is not doubled perform accompanied or unaccompanied as a group but not conducted (the accompaniment can be live or a backing track).

Spiritual, moral, social, and cultural development

SMSC: 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.

PSHE/British Values: Tolerance – students will be exposed to examples of music from a diverse range of performers and composers

Skills Builder:





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