











YEAR 10 AUT 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Set Work - Badinerie

Curriculum Intent	<p>In addition to working further on objectives from Year 9 and earlier in Year 10 pupils will be taught, following the Eduqas GCSE specification, the following this term:</p> <p>Analysis of Bach's Badinerie – melody, rhythm, harmony, structure, articulation</p> <p>Ability to describe how contrast is achieved in music</p> <p>Context of the Baroque period in general and Badinerie in particular</p> <p>Basic melody composition skills</p> <p>Vocabulary relating to melody writing</p> <p>Eduqas specification extracts:</p> <p>In this area of study, learners place music within a broad historical context. However, it is not expected that they develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.</p> <hr/> <ul style="list-style-type: none">• Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067) <u>for assessment from summer 2022 onwards.</u> <p>Composition</p> <p>Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.</p>
Skills/Assessment Objective Links	
Spiritual, moral, social, and cultural development	<p>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 how to improve their melodies. Students will listen to a wide range of music from diverse artists and cultures.</p> <p>PSHE/British Values: Tolerance – students will be exposed to examples of music from a diverse range of performers and composers</p> <p>Skills Builder:</p> <div></div>
Numeracy	<p>Notation is presented in a graphical manner, and requires similar skills to decode.</p> <p>A detailed knowledge of scales, combining whole and half steps is required for this topic</p> <p>Students will be asked to identify the number of beats in the bar, and the subdivisions within</p>
Literacy	<p>Vocabulary Tier 2: Analyse, Describe, Create, Compare, Contrast, Identify</p> <p>Vocabulary Tier 3: Baroque, Bass Continuo, Harpsichord, Orchestral Suite, Badinerie, Conjunct, Disjunct, Sequence, Repetition, Ostinato, Intervals, Chords, Triads, Inversions, Motif, Cadence, Perfect, Imperfect, Semiquaver, Quaver, Crotchet, Rest, Binary Form, Harmonic Minor scale, Degrees of the Scale, Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Leading note, Phrase, Balanced phrasing, Homophonic, Melody, Accompaniment</p> <p>Reading: Students will read for information and for understanding. Students will read research materials to find definitions</p> <p>Writing: Students will write definitions of new vocabulary. Students will write single word and short phrase answers to listening questions</p>



	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 be able to identify the instruments in Badinerie• To understand the context of the Baroque period• To be able to identify the characteristics of the Baroque period• To be able to identify features of Badinerie, covering all musical elements• To be able to input music into the program Sibelius• To be able to compose a well-structured melody• To be able to compose using the notes of a key and giving a sense of tonality• To be able to identify features of a melody• To be able to judge whether a melody is successful• To be able to decipher music in 3 clefs• To understand what key signatures are and how to use / identify them.• To be able to follow a multi-instrument score• To be able to use bar and beat numbers to identify locations in a score 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 Badinerie will be revisited regularly in preparation for the Set Work Question 1 in terminal exam. Composition skills will be used regularly leading to NEA piece in Y11																									
Assessment	Refer to assessment maps for formative and summative assessment opportunities. <table><tr><th colspan="4">AUT 2</th><th></th></tr><tr><th>Summative/Formative</th><th>Key Marking Piece</th><th>Feedback type given</th><th>H/WK or Classwork</th><th>Date deadline</th></tr><tr><td>Formative</td><td>Focus on Sound 2.4</td><td>Written <u>hwk</u> feedback sheet</td><td>HWK</td><td>2.12.22</td></tr><tr><td>Summative</td><td>Composing a Melody</td><td>Written Composing feedback sheet (GCSE criteria)</td><td>CWK</td><td>End of 10Aut2</td></tr><tr><td>Summative</td><td>10Aut1 Listening Assessment (Badinerie & Music Theatre)</td><td>Written Feedback sheet</td><td>CWK</td><td>6.1.23</td></tr></table>	AUT 2					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative	Focus on Sound 2.4	Written <u>hwk</u> feedback sheet	HWK	2.12.22	Summative	Composing a Melody	Written Composing feedback sheet (GCSE criteria)	CWK	End of 10Aut2	Summative	10Aut1 Listening Assessment (Badinerie & Music Theatre)	Written Feedback sheet	CWK	6.1.23
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Impact	Attainment and Progress – Refer to assessment results / data review documentation.																									