



YEAR 10 SPR 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Chamber Music & NEA



Curriculum Intent

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:

Eduqas specification extracts:

Area of study 2: Music for Ensemble

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:

- monophonic
- homophonic
- polyphonic
- unison
- chordal
- layered
- melody and accompaniment
- round
- canon
- countermelody.

Learners will also consider how texture is used in the following instrumental and vocal groupings:

- vocal ensembles (including solos, duets, trios, use of backing vocals)
- jazz/blues trio
- rhythm section
- string quartet
- basso continuo
- sonatas

Composition

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.

In composition, learners will be expected to display:

- creativity in response to the chosen brief
- development of musical ideas
- technical control of musical elements and resources
- musical coherence and understanding.

(→) Soundtrap



Ensemble Performance

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:

- **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).

Technology-based Performance

Learners may choose to offer a **technology-based realisation** as part of an ensemble or a solo performance. Technology-based performances include DJ-ing and sequencing and other appropriate technology-based formats.

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Skills/Assessment Objective Links

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 (particularly looking at European music from 1650 – 1900)

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: Describe, compare, contrast, name, explain, development of ideas, musical elements, brief, structure, accuracy, Performance Directions, Technical Control, Expression, Interpretation

	Vocabulary Tier 3: String Quartet, Piano Trio, Quintet, Sextet, Septet, Octet, Duet, Trio Sonata, basso Continuo, polyphonic, Contrapuntal, Imitation, Harpsichord, Sonata, Sonata Form, Minuet & Trio Form, Rondo Form, Binary Form, Ternary Form, Syncopation, 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:				
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none">• Complete listening questions• Rehearse performance pieces• Plan a composition• Create a personalized WALT for composition• Understand what is meant by Chamber Music• Recognise Baroque Chamber music groups and features• Recognise features of the baroque Period• Recognise features of the Classical Period• Identify chamber music groups, instruments and movements• Study unfamiliar pieces of music aurally and from notation• <p>Red denotes interleaving; aspects of knowledge covered previously.</p>				
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.				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	Formative	Solo performance recording	Feedback in Class Notebook	HWK	Mid May 2023
	Formative	Ensemble performance recording	Feedback in Class Notebook	HWK / CWK	End of 10Spr2
	Formative	Practice NEA	Feedback in Class Notebook	CWK	End of 10Spr2
	Summative	10Spr2 Listening Assessment (AoS 1,2 & 4)	Written Feedback sheet	CWK	End of 10Spr2
Impact	Attainment and Progress – Refer to assessment results / data review documentation.				