



YEAR 11 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 KS3 & 10 pupils will be taught, following the Eduqas GCSE specification, the following this term:

Analysis of all sections of Toto's Africa
MADTSHIRT details for all sections
How to compare sections of the piece
Characteristics of traditional west African music

How to approach a new composing brief
How to use elements of music in composition
Development and contrast techniques

Accuracy, technical control and expression in performance.

Eduqas specification extracts:

Composing to a Brief

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select **one** from a choice of four briefs, each related to a different area of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

- **Africa:** Toto (released 1982) for assessment from summer 2022 onwards.

Through listening to and/or performing examples of popular music learners will study how:

- instrumental and synthesised sound is used
- original music may be modified
- vocal sounds are used
- instruments and voices are combined
- sound is computer-generated and amplified
- software and samplers are utilised.

- 32 bar song form
- Strophic
- 12 bar blues
- verse
- chorus
- riffs
- middle 8
- bridge
- fill
- instrumental break
- intros and outros
- improvisation
- loops
- samples
- panning
- phasing
- syncopation
- driving rhythms
- balance
- standard chord progressions
- melismatic and syllabic writing
- lead and backing vocals
- backing tracks
- primary chords
- secondary chords
- cadences.

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).

Skills/Assessment Objective Links

Spiritual, moral, social, and cultural development

SMSC: Students will work in 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	students will identify locations in Africa by bar number. Students will use roman numerals to identify chords.
Literacy	<p>Vocabulary Tier 2: Accuracy, technical control, communication, expression, Structure,</p> <p>Vocabulary Tier 3: Verse, Chorus, Intro, Outro, Riff, Chord Sequence, Balaphon, Marimba, Conga, Synthesizer, Texture, duet, trio,</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. Students will keep a diary of their composing activities</p> <p>Oracy: Students will answer questions verbally, discuss answers with other students, work collaboratively and discuss progress and planning</p>
Becoming future ready	<p>Careers/Employability:</p> <p>Teamwork – by working independently in small groups students will develop skills in discussion, collaboration, compromise and listening.</p> <p>Oracy – students will develop a strong vocabulary and be able to express themselves</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product:</p> <p>By resource: additional information in booklets for extension task</p> <p>By Intervention: Lunchtime intervention for understanding, after school intervention for composition, support from A Thompson and instrumental staff with performance.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> To be able to plan NEA tasks. To understand the basic info about Toto's Africa To understand the characteristics and instruments of traditional West African music To understand the intro, outro and link sections. To be able to play the 2 riffs used To be able to identify features of the chorus sections. To be able to identify differences between similar sections To be able to identify features of the verses. To understand how the 2 verses are different. To be able to describe the features of the instrumental. To be able to answer exam style questions To be able to choose a brief. To be able to research and plan a composition To understand how to apply structure to a composition. To understand what melody is and how it can be developed. To understand what harmony is and how to use it in a piece. To understand what texture is and how to use it to create interest. To be able to compose effectively To be able to perform accurately, with solid technical control and expression To be able to use key vocabulary quickly and effectively.
Learning Outcomes (Most Powerful Knowledge)	Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	<p>Set Works will be revised later in the year and Africa will be q7 of the final listening exam</p> <p>Ensemble performance skills will be assessed in February.</p> <p>Composing to a Brief will be completed in 11Aut2.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.

	AUT 1				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	Formative	Focus on Sound 4.4	Written hwk feedback sheet	HWK	14.10.22
	Summative	Ensemble Performance	Written Performance feedback sheet (GCSE criteria)	CWK	End of 10Aut1
	AUT 2				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	Summative	Mock Exam	Whole class feedback and targeted now task	CWK	25.11.22
Impact	Attainment and Progress – Refer to assessment results / data review documentation.				