











YEAR 11 AUT 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Revision of AoS4 & NEA



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:
Skills/Assessment Objective Links	<p><u>Eduqas specification extracts:</u></p> <p>Composing to a Brief</p> <p>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:</p> <p>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.</p> <hr/> <p>Area of study 4: Popular Music</p> <p>In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).</p> <p>This area of study includes one prepared extract which learners must study in depth.</p> <ul style="list-style-type: none"> • <i>Since You've Been Gone</i>: Rainbow (released 1979) <u>for assessment in summer 2020 and summer 2021.</u> • <i>Africa</i>: Toto (released 1982) <u>for assessment from summer 2022 onwards.</u> <p>Through listening to and/or performing examples of popular music learners will study how:</p> <ul style="list-style-type: none"> • 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. <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	<p>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.</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	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, riff, middle 8, bridge, fill, intro, outro, loops, samples, panning, phasing, syncopation, driving rhythms, balance, chord progressions, melisma, syllabic, lead vocals, backing vocals, chords, cadences</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	To be able to:																																			
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none">• Complete dictation questions• Practice exam style questions• Address gaps in learning from the mock• Write a composing log																																			
Current learning to be developed in the future within:	<p>Composing skills to be used in NEA 2 – Free Composition</p> <p>Performance pieces will continue to be prepared</p> <p>Exam skills will be a focus for the spring term as well.</p>																																			
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table><tr><th colspan="5">AUT 1</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 4.4</td><td>Written <u>hwk</u> feedback sheet</td><td>HWK</td><td>14.10.22</td></tr><tr><td>Summative</td><td>Ensemble Performance</td><td>Written Performance feedback sheet (GCSE criteria)</td><td>CWK</td><td>End of 10Aut1</td></tr><tr><th colspan="5">AUT 2</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>Summative</td><td>Mock Exam</td><td>Whole class feedback and targeted now task</td><td>CWK</td><td>25.11.22</td></tr></table>	AUT 1					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative	Focus on Sound 4.4	Written <u>hwk</u> 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
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