











YEAR 11 Spr 2 & Sum1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Practice Questions & NEA



Curriculum Intent	<p>In addition to working further on objectives from KS3 & 10 pupils will be taught, following the Eduqas GCSE specification, the following this term:</p> <p><u>Eduqas specification extracts:</u></p> <p>Free Composition</p> <p>2. A free composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.</p> <p>Solo Performance</p> <p>Learners may choose to perform a solo. Solos may be either accompanied or unaccompanied. The accompaniment can be live or a backing track. The accompanist need not be taking the examination.</p> <p>Assessment of Component 3</p> <p>The appraising examination will consist of eight questions, two on each area of study. Of the eight questions, six will be on unprepared musical extracts and two on extracts set by WJEC which relate to two areas of study. The set extracts will be reviewed periodically.</p> <p>In the examination candidates will:</p> <ul style="list-style-type: none">• identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music• make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology• complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale)
Skills/Assessment Objective Links	
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	<p>Students will identify locations in music by bar number. Students will use roman numerals to identify chords.</p>
Literacy	<p>Vocabulary Tier 2: All Eduqas GCSE command words</p> <p>Vocabulary Tier 3: all vocab for Eduqas GCSE</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>

	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: additional information in booklets for extension task By Intervention: Lunchtime intervention for understanding, after school intervention for composition, support from A Thompson and instrumental staff with performance. 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 dictation questions• Practice exam style questions• Address gaps in learning from mock 2• Complete Free composition• Write a composing log• Create an annotation																													
Current learning to be developed in the future within:	Exam preparation – for the Summer exam																													
Assessment	Refer to assessment maps for formative and summative assessment opportunities. <table><tr><th colspan="5">SPR 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><tr><td>Formative</td><td>Free Composition</td><td>Verbal feedback & PLC checklist</td><td>CWK</td><td>End of 11Spr2</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					SPR 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	Formative	Free Composition	Verbal feedback & PLC checklist	CWK	End of 11Spr2					
SPR 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																										
Formative	Free Composition	Verbal feedback & PLC checklist	CWK	End of 11Spr2																										
Impact	Attainment and Progress – Refer to assessment results / data review documentation.																													