



YEAR 11 SPR 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Fusion Music, Revision & 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>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>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"> • Since You've Been Gone: Rainbow (released 1979) <u>for assessment in summer 2020 and summer 2021.</u> • Africa: 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.
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 data-bbox="357 1697 1362 1814"> </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, compare</p> <p>Vocabulary Tier 3: bhangra, chaal, sitar, tambura, dhol, raga, rock, soul, hip-hop, reggae, pop, roman numeral notation, perfect cadence, plagal cadence, imperfect cadence, interrupted cadence, pedal note, circle of 5ths, drone,</p> <p>Reading: Students will read for information and for understanding. Students will read research materials to find definitions</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 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">• Plan free composition• Identify different types of drums• Identify instruments used in Indian music• Describe features of bhangra music• Identify fusion music• Understand the 4 types of cadence• Identify cadences aurally• Spot cadences in Badinerie• Compare different versions of the same song• Continue working on NEA composition• Practice for performance exam•																																		
Current learning to be developed in the future within:	Composing skills to be used in NEA 2 – Free Composition Performance pieces will continue to be prepared Exam skills will be a focus for the spring term as well.																																		
Assessment	Refer to assessment maps for formative and summative assessment opportunities. <table><tr><th colspan="5">SPR 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>Performance feedback</td><td>Written feedback sheet (GCSE criteria)</td><td>CWK</td><td>End of Jan</td></tr><tr><td>Summative</td><td>Listening question – fusion music</td><td>Whole class feedback and targeted now task</td><td>CWK</td><td>End of 11spr1</td></tr><tr><td>Formative</td><td>Long answer question</td><td>Written hww feedback sheet</td><td>HWK</td><td>End of 11spr1</td></tr><tr><td>Formative</td><td>Free composition</td><td>Verbal feedback & PLC checklist</td><td>CWK</td><td>End of 11Spr1</td></tr></table>					SPR 1					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative	Performance feedback	Written feedback sheet (GCSE criteria)	CWK	End of Jan	Summative	Listening question – fusion music	Whole class feedback and targeted now task	CWK	End of 11spr1	Formative	Long answer question	Written hww feedback sheet	HWK	End of 11spr1	Formative	Free composition	Verbal feedback & PLC checklist	CWK	End of 11Spr1
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Impact	Attainment and Progress – Refer to assessment results / data review documentation.																																		