YEAR 12 2022-2023 SUM1 TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Continuing study of 'Trio for Piano, Oboe and Bassoon' by Poulenc / Beginning Free Composition (Coursework)

Curriculum Intent	**Pupils will be taught the following this term:**
Skills/Assessment Objective Links	Learners will continue to study the set work 'Trio for Piano, Oboe and Bassoon' by Poulenc. Students will use the compositional skills they have developed to begin their first piece of coursework – 'Free Composition'. **Assessment of Component 2** Learners are advised to consider the requirements of the marking criteria (Appendix B) when planning and composing their music. The following will be assessed: • creating musical ideas including: o construction of initial ideas o presentation of ideas o ideas which respond to the given/chosen brief. • developing musical ideas including: o thematic material o use of compositional techniques o combination of musical elements to provide coherent result. • technical and expressive control of the musical elements including: o instruments and music technology o communication. Learners must demonstrate knowledge and understanding of: • how musical elements are used in composition: o structure (e.g. how earlier forms have been adapted/developed in the 20th century, arch form and how the absence of clear-cut cadences and tonality has affected structure) o tonality (e.g. extended tonality, atonality and remote key relationships) o texture (e.g. monophonic, homophonic, polyphonic and heterophonic) o sonority (e.g. use of instrumental/vocal forces, new or unusual performance techniques and articulation) o melody (e.g. klangfarbenmelodie, lyricism, and melodic devices) o harmonic language (e.g. triads, extended chords such as 7ths/9ths, modal harmony, octatonicism and treatment of dissonance) o tempo, metre and rhythm (e.g. irregular metre and additive rhythms) o dynamics • the effect of audience time and place on the way music is created • the purpose and intention of the composer/performer • musical vocabulary and terminology related to the area of study.
Spiritual, moral, social, and cultural development	**SMSC:** Students will need to listen attentively to a range of music from diverse cultures. They will need to show respect for unfamiliar pieces. Students will share ideas and plans when creating their own pieces. Students will explore different moods in composing pieces. **PSHE/British Values:** Tolerance of different styles / genres of music and different people's preferences **Skills Builder:**
Numeracy	Many aspects of music theory rely on a secure understanding of number
Literacy	**Vocabulary Tier 2:** Create, Develop, Refine **Vocabulary Tier 3:** Min/Maj 7th chord, half diminished chord (consolidation), Acciaccatura, Diminished 7th chords, Octatonic scale, Half diminished chords, Pivot modulation, tonisization *Melodic shape – passing notes, auxiliary notes, essential notes, unessential notes* *Melodic development – fragmentation, motif, range, diatonic and chromatic intervals – major, minor, augmented, diminished, compound, tritone,*

	Ornamentation – mordent, turn, portamento, *Phasing, contrast, transposition, enharmonic, contrapuntal / counterpoint, heterophonic, melody dominated homophony, stretto, antiphonal,* *Diminution, augmentation,* *Dominant 7th, Major 7th, Minor 7th, diminished chords, appoggiatura, Tierce de Picardie, added note chords, modulations, functional / non-functional harmony, concord / consonance, discord / dissonance, chromatic harmony, parallel harmonies, consecutive chords, circle of 5ths,* **Reading:** Students will read for information. Music literacy will be developed with an ability to link symbol and sound. **Writing:** Students will write a log of their compositions describing their compositional process and musical decisions. They also answer extended 5 mark questions and will practice these regularly in lessons. **Oracy:** Questioning forms a large part of lessons. When working in groups, students will need to converse clearly using accurate and precise vocabulary.
Becoming future ready	**Careers/Employability:** Teamwork
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	**By product:** **By resource:** Resources will break down new information and provide a scaffold for notes **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue, both at Class level and individually. **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)	- Understand and use melody vocabulary - Create effective melodies using a variety of techniques - Develop melodies using melodic development techniques - Understand and use tonality vocabulary - Compose securely in one key - Transpose melodies to related keys - Achieve smooth transitions at modulation points - Use secondary dominant chords to add interest to harmony - Understand and use texture vocabulary - Use texture to add interest to a composition - Understand and use harmony vocabulary - Harmonise melodies using primary and secondary chords - Use cadences at appropriate points - Identify features of Neoclassical style within the set work - Analyse whole of the set work 'POB' in detail - Identify features of NeoC style in unfamiliar excerpts and accurately describe them - Use the mark scheme for component 2 (composition) to guide their composition - To be able to create their own brief for their free composition
Current learning to be developed in the future within:	All the skills learnt in this half term will be used next term in preparation for the EoY exam where they will answer a full set of questions for AoSE.
Assessment	1. Formative: Composition Task 1 – first 32 bars draft of Coursework 1 – Free Composition 2. Summative: Composition Task 2 – EoY exam
Impact	Attainment and Progress – Refer to assessment results / data review documentation.