











YEAR 13 Aut1 TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Set Work Mendelssohn Symphony 4

<p>Curriculum Intent</p>	<p>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Study and analysis of Mendelssohn Symphony No 4</p> <p>Focus on use of the elements of music in the symphony</p> <p>Awareness of context and influence</p> <p>Learners must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • how musical elements are used in the symphony, including: <ul style="list-style-type: none"> ○ structure (e.g. sonata form, slow movement forms, minuet and trio, scherzo, sonata rondo, variation forms, cyclic forms and programmatic forms) ○ tonality (e.g. related keys and their function within structure) ○ texture (e.g. monophony, complex combinations of musical lines such as homophony and polyphony, imitation, counterpoint and fugue) ○ melody and thematic development (e.g. phrase structure, melodic devices such as sequence, figuration, ornamentation, augmentation and diminution of thematic material, expansion/fragmentation of the theme, combinations of themes, transposition, re-harmonisation and re-orchestration of the theme) ○ sonority (e.g. contrast and variety of instrumental tone-colours and techniques, and combination of timbres) ○ harmonic language (e.g. typical harmonic progressions, use of cadences, use of the dominant 7ths, secondary and diminished 7ths, circle of 5ths, Neapolitan chords, augmented 6th, chromaticism, modulation and tonicisation) ○ tempo, metre and rhythm (e.g. use of accents, simple and compound time-signatures, characteristic rhythms such as dotted rhythms, hemiola, triplets and other divisions of the beat, syncopation and performance directions) ○ expressive use of dynamics
<p>Skills/Assessment Objective Links</p>	<p>SMSC: Students will learn about the social context of Mendelssohn’s Symphony 4 and understand the influence of other composers on its development. Students will make value judgements about the effectiveness of the piece</p> <p>PSHE/British Values:</p> <p>Skills Builder:</p> <div>         </div>
<p>Spiritual, moral, social, and cultural development</p>	
<p>Numeracy</p>	<p>Students will need to apply numeracy to various theoretical concepts around rhythm, metre and intervals</p>
<p>Literacy</p>	<p>Vocabulary Tier 2: Describe, Analyse, Compare, Contrast, Explain, Pilgrimage</p> <p>Vocabulary Tier 3: Sonata Form, false recapitulation, subject group, saltarello, borrowed material,</p> <p>Reading: Students will read the analysis of the piece. They will need to find precise details from within a large document.</p> <p>Writing: This part of the course is assessed in essay form. Students will learn how to write precisely and succinctly and practice writing paragraphs on a range of possible essay topics.</p> <p>Oracy: Students will discuss in class aspects of the piece, and work collaboratively to create effective answers to essay questions.</p>
<p>Becoming future ready</p>	<p>Careers/Employability: Team work, Focus on detail, Precision,</p>



Adaptation	Throughout this topic, quality first teaching will provide differentiation:				
QFT/SEND Provision	By product:				
	By resource:				
QFT/SEND Provision	By Intervention: by providing different levels of supervision and support				
	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)	• Understand the analysis of Mendelssohn’s Symphony 4				
	• Analyse harmony and melody effectively				
	• Describe the use of the elements of music in this piece				
	• Describe the structure of each movement and describe the themes used.				
	• Answer essay style questions on this topic				
	• Understand the historical and social context of this piece				
	• Understand how Mendelssohn came to write this piece, and the stage in his career				
	• Understand how this piece is both traditional and progressive				
Learning Outcomes (Most Powerful Knowledge)	• Identify similarities and differences with the landmark symphonies studied so far.				
	Red denotes interleaving; aspects of knowledge covered previously.				
Current learning to be developed in the future within:	This topic will continue to be reviewed and extended as students increasing write full essays. Study of the landmark symphonies of the Romantic Period in the Spring Term will link clearly.				
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 (teacher 2)	Composition 1	Verbal & Whole class feedback (no written feedback for NEA)	CWK & HWK	End of Sept
	Formative (teacher 1)	Development of the Symphony Practice Essay 1750 - 1835	Green sheet	CWK	End of Oct
	Summative (teacher 2)	Impressionism exam style question	Whole class feedback and individual NOW tasks	CWK	End of Oct
	Formative (teacher 1)	Dictation exam style question	Whole class feedback and individual NOW tasks	CWK	End of Oct
Impact	Attainment and Progress – Refer to assessment results / data review documentation.				