




YEAR 13 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Set work 2 and composing

Curriculum Intent	<p>In addition to working further on objectives from Year 13, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> Analyse Rotations 1-3 of Nuages, set work. Work and complete first composition to a brief. Improve listening including harmony. 												
Skills/National Curriculum Links	<p>Skills</p> <p>Listening</p> <p>Reading</p> <p>Hearing</p> <p>Writing essays</p>												
Spiritual, moral, social, and cultural development	<p>SMSC: We will create a safe and supportive environment for students to feel confident to give answers and to perform in class. Students will reflect on their strengths and learning to fill gaps and stretch themselves.</p> <p>PSHE/British Values: Skills Builder: Following routines. Organisation.</p>												
Numeracy	Metric dissonance, time signatures, intervals, key relations.												
Literacy	<p>Vocabulary Tier 2: See resources. Vocabulary Tier 3: Reading: Scores, transposing Writing: short essays Oracy: speaking through answers before writing.</p> <table border="0"> <tr> <td>Klangfarbenmelodie</td><td>Sprechgesang</td></tr> <tr> <td>Pontillistic</td><td>Reciter</td></tr> <tr> <td>Tone row</td><td>Augmentation</td></tr> <tr> <td>Sprechstimme</td><td>Sonata form</td></tr> <tr> <td>Pergolesi's Cello sonata in D</td><td>2nd Viennese school</td></tr> <tr> <td>'Joke'</td><td></td></tr> </table>	Klangfarbenmelodie	Sprechgesang	Pontillistic	Reciter	Tone row	Augmentation	Sprechstimme	Sonata form	Pergolesi's Cello sonata in D	2 nd Viennese school	'Joke'	
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Becoming future ready	Careers/Employability:												
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: By resource: 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.</p>												
QFT/SEND Provision													
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> Analyse Rotations 1-3 of Nuages, set work. 												

Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none">• Work and complete first composition to a brief.• Improve listening including harmony. 																																																							
Current learning to be developed in the future within:	To analyse rotation 4 and 5. Complete second composition.																																																							
Assessment	Regular listening tests. Schedule for students to prepare to revisit previous case studies. Mocks. Past papers. Re-purposing questions to different extracts.																																																							
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