




YEAR 13 TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Set work 2 and composing

Curriculum Intent	
Skills/National Curriculum Links	<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.
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	
Literacy	<p>Vocabulary Tier 2: See resources. Vocabulary Tier 3: Reading: Writing: Oracy:</p>
Becoming future ready	<p>Careers/Employability: University lecturer. Hairdresser.</p>
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>
Implementation Curriculum Delivery	
Learning Outcomes (Most Powerful Knowledge)	<p>To be able to:</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.

Current learning to be developed in the future within:	To analyse rotation 4 and 5. Complete second composition.				
Assessment	Refer to assessment maps for formative and summative assessment opportunities.				
	SPR 1				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	Formative (teacher 2)	Composition 2 - interim	Verbal & Whole class feedback (no written feedback for NEA)	CWK & HWK	Feb Half Term
	Summative (teacher 1)	Mock Performance	A Level Performance Feedback Sheet	CWK	Feb Half Term
	Summative (teacher 2)	Practice question - Debussy	Whole class feedback	CWK	Feb Half Term
	Formative (teacher 1)	Timed essay 1 (development of the Symphony)	Written feedback with now task	CWK	End of Jan
	Formative (teacher 1)	Timed essay 2 (development of the Symphony)	Written feedback with now task	CWK	Feb Half Term
	SPR 2				
	Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
	Summative (teacher 1 & teacher 2)	Mock Exam	Whole class feedback and individual NOW tasks	CWK	End of Feb
	Formative (teacher 2)	Composition 2 - final	Verbal & Whole class feedback (no written feedback for NEA)	CWK & HWK	End of Spring Term
	Impact	Attainment and Progress – Refer to assessment results / data review documentation.			