




YEAR 13 TERM 3

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Revising and revisiting set works.

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"> Revisit Poulenc and Debussy set works including listening questions. Revisit case studies including 5 mark question practise Improve quality of answers Ensure style of exam questions is well understood 												
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: University lecturer. Hamster day care.												
Adaptation	Throughout this topic, quality first teaching will provide differentiation:												
QFT/SEND Provision	<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	<p>To be able to:</p> <ul style="list-style-type: none"> Answer questions to A level standard 												

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:	An A Level. Some degrees.
Assessment	Regular listening tests. Schedule for students to prepare to revisit previous case studies. Mocks. Past papers. Re-purposing questions to different extracts. Essay practice
Impact	Attainment and Progress – Refer to assessment results / data review documentation.