



YEAR 12SUM2 TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Expressionism

Curriculum Intent	<p>Pupils will be taught the following this term:</p>
Skills/Assessment Objective Links	<p>Learners will learn the final style within the AoSE: Into the 20th century: Expressionism focussing on Schoenberg's <i>Der Kranke Mond</i> and Webern's Serialist piece <i>Quartet no.22</i>.</p> <p>Students will continue with their composition'.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Area of study E: Into the Twentieth Century 1895-1935</p> </div> <p>Learners will study the works of representative European composers from the period as a basis for understanding how music is created, developed and performed for different audiences in the late nineteenth and early twentieth centuries. The development of music in this period is categorised into successive but overlapping 'schools' of composition. Learners will study three of them:</p> <ul style="list-style-type: none"> • Impressionism • Expressionism (including Serialism) • Neo-classicism. <p>Learners must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • how musical elements are used in composition: <ul style="list-style-type: none"> ○ 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) ○ tonality (e.g. extended tonality, atonality and remote key relationships) ○ texture (e.g. monophonic, homophonic, polyphonic and heterophonic) ○ sonority (e.g. use of instrumental/vocal forces, new or unusual performance techniques and articulation) ○ melody (e.g. klangfarbenmelodie, lyricism, and melodic devices) ○ harmonic language (e.g. triads, extended chords such as 7ths/9ths, modal harmony, octatonicism and treatment of dissonance) ○ tempo, metre and rhythm (e.g. irregular metre and additive rhythms) ○ 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	<p>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.</p> <p>PSHE/British Values: Tolerance of different styles / genres of music and different people's preferences</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>Skills Builder:</p>
Numeracy	<p>Many aspects of music theory rely on a secure understanding of number</p>
Literacy	<p>Vocabulary Tier 2: Create, Develop, Refine</p> <p>Vocabulary Tier 3: Klangfarbenmelodie, die Fremde melodie, reciter, octatonicism, atonality, tone row, mirror canons, Angular and fragmented melodies.</p> <p><i>Melodic development – fragmentation, motif, range, diatonic and chromatic intervals – major, minor, augmented, diminished, compound, tritone,</i></p> <p><i>Ornamentation – mordent, turn, portamento,</i></p>



Phasing, contrast, transposition, enharmonic, contrapuntal / counterpoint, heterophonic, melody a homophony, stretto, antiphonal, Diminution, augmentation,

Reading: Students will read for information. Music literacy will be developed with an ability to link 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, understanding abstract frameworks.

Adaptation

Throughout this topic, quality first teaching will provide differentiation:

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.

QFT/SEND Provision

Implementation Curriculum Delivery

To be able to:

- Identify features of Expressionism within the case studies and unfamiliar pieces.
- Describe the use of elements accurately and in detail.

Learning Outcomes (Knowledge)

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: Listening assessment
2. Summative: Listening assessment

Impact

Attainment and Progress – Refer to assessment results / data review documentation.