



# YEAR 12AUT2 TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Transition (Theory & Composition)

Curriculum Intent	<p>In addition to working further on objectives from GCSE, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/Assessment Objective Links	<p>Theory up to ABRSM grade 5 theory standard, covering rhythm, melody, intervals, different clefs, harmony, texture, structure, articulation, metre and playing techniques. Focus on compositional devices using the above.</p> <p>Composition skills using the theoretical knowledge.</p> <p><b>Assessment of Component 2</b></p> <p>Learners are advised to consider the requirements of the marking criteria (Appendix B) when planning and composing their music. The following will be assessed:</p> <ul style="list-style-type: none"> <li>• creating musical ideas including: <ul style="list-style-type: none"> <li>○ construction of initial ideas</li> <li>○ presentation of ideas</li> <li>○ ideas which respond to the given/chosen brief.</li> </ul> </li> <li>• developing musical ideas including: <ul style="list-style-type: none"> <li>○ thematic material</li> <li>○ use of compositional techniques</li> <li>○ combination of musical elements to provide coherent result.</li> </ul> </li> <li>• technical and expressive control of the musical elements including: <ul style="list-style-type: none"> <li>○ instruments and music technology</li> <li>○ communication.</li> </ul> </li> </ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> 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><b>PSHE/British Values:</b> Tolerance of different styles / genres of music and different people's preferences</p> <div data-bbox="512 1261 1497 1375"> </div> <p><b>Skills Builder:</b></p>
Numeracy	<p>Many aspects of music theory rely on a secure understanding of number</p>
Literacy	<p><b>Vocabulary Tier 2:</b> Create, Develop, Refine</p> <p><b>Vocabulary Tier 3:</b></p> <p>Melodic shape – passing notes, auxiliary notes, essential notes, unessential notes</p> <p>Melodic development – fragmentation, motif, range, diatonic and chromatic intervals – major, minor, augmented, diminished, compound, tritone,</p> <p>Ornamentation – mordent, turn, portamento,</p> <p>Phrasing, contrast, transposition, enharmonic, contrapuntal / counterpoint, heterophonic, melody dominated homophony, stretto, antiphonal,</p> <p>Diminution, augmentation,</p> <p>Dominant 7<sup>th</sup>, Major 7<sup>th</sup>, Minor 7<sup>th</sup>, diminished chords, appoggiatura, Tierce de Picardie, added note chords, modulations, functional / non-functional harmony, concord / consonance, discord / dissonance, chromatic harmony, parallel harmonies, consecutive chords, circle of 5ths,</p> <p><b>Reading:</b> Students will read for information. Music literacy will be developed with an ability to link symbol and sound</p> <p><b>Writing:</b> Students will write a log of their compositions describing their compositional process and musical decisions</p> <p><b>Oracy:</b> Questioning forms a large part of lessons. When working in groups, students will need to converse clearly using accurate and precise vocabulary.</p>
Becoming future ready	<p><b>Careers/Employability:</b> Teamwork</p>



<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b></p> <p><b>By resource:</b> Resources will break down new information and provide a scaffold for notes</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue, both at Class level and individually.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Understand and use melody vocabulary</li> <li>• Create effective melodies using a variety of techniques</li> <li>• Develop melodies using melodic development techniques</li> <li>• Understand and use rhythm vocabulary</li> <li>• Create effective rhythms in a range of metres</li> <li>• Develop rhythms which are interesting, but coherent</li> <li>• Understand and use tonality vocabulary</li> <li>• Compose securely in one key</li> <li>• Transpose melodies to related keys</li> <li>• Achieve smooth transitions at modulation points</li> <li>• Understand and use texture vocabulary</li> <li>• Use texture to add interest to a composition</li> <li>• Understand and use harmony vocabulary</li> <li>• Harmonise melodies using primary and secondary chords</li> <li>• Use cadences at appropriate points</li> <li>• Understand and use tempo, dynamics, articulation and playing techniques to develop compositions.</li> <li>• Understand diminished 7<sup>th</sup> chords and recognise aurally in listening tests</li> <li>• Use diminished 7<sup>th</sup> chords appropriately</li> <li>• Understand and be able to recognise pedal notes aurally</li> <li>• Use pedal notes as a compositional device</li> <li>• Understand the circle of 5ths and recognise aurally</li> <li>• Use circle of 5ths as a compositional device and for modulation</li> </ul>
<b>Current learning to be developed in the future within:</b>	This unit is a transition from GCSE to A level. All the skills learnt in this half term will form the bedrock of the whole A level study.
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Formative: Composition Task 1. Verbal feedback and green sheet. Hmwk &amp; Cwk. Deadline 23/11/22</li> <li>2. Summative: Composition Task 2. Verbal feedback and pink sheet. Hmwk &amp; Cwk. Deadline 8/12/22.</li> </ol>
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

AUT 1				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative (Teacher 2)	Composition Skills Piece	Verbal Feedback & Green Sheet	CWK & HWK	End of Sept
Formative (Teacher 1)	Solo Baseline Performance	A Level Performance feedback sheet (with A level criteria)	CWK	End of 12Aut1
Summative (Teacher 1)	Transition Theory Test	Whole class feedback with individual NOW tasks	CWK	End of 12Aut1