



# YEAR 12 AUT2 & SPR 1 TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Haydn Symphony 104

<p><b>Curriculum Intent</b></p>	<p>Students will follow the Eduqas A level specification. Building on their transition unit students will learn how to read an orchestral score and basic analysis skills. They will continue to build and refine their musical vocabulary.:</p> <p>Area of study A: <b>The Western Classical Tradition</b> (The Development of the Symphony 1750-1900) which includes two set works. Choose <b>one</b> set work for detailed analysis and the other for general study.</p> <ul style="list-style-type: none"> <li>• <i>Symphony No. 104 in D major, 'London':</i> Haydn</li> <li>• <i>Symphony No. 4 in A major, 'Italian':</i> Mendelssohn</li> </ul> <p>Learners must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• how musical elements are used in the symphony, including:             <ul style="list-style-type: none"> <li>○ structure (e.g. sonata form, slow movement forms, minuet and trio, scherzo, sonata rondo, variation forms, cyclic forms and programmatic forms)</li> <li>○ tonality (e.g. related keys and their function within structure)</li> <li>○ texture (e.g. monophony, complex combinations of musical lines such as homophony and polyphony, imitation, counterpoint and fugue)</li> <li>○ melody and thematic development (e.g. phrase structure, melodic devices such as sequence, figuration, ornamentation, augmentation and diminution of thematic material, expansion/fragmentation of the theme, combinations of themes, transposition, re-harmonisation and re-orchestration of the theme)</li> <li>○ sonority (e.g. contrast and variety of instrumental tone-colours and techniques, and combination of timbres)</li> <li>○ harmonic language (e.g. typical harmonic progressions, use of cadences, use of the dominant 7ths, secondary and diminished 7ths, circle of 5ths, Neapolitan chords, augmented 6<sup>th</sup>, chromaticism, modulation and tonicisation)</li> <li>○ tempo, metre and rhythm (e.g. use of accents, simple and compound time-signatures, characteristic rhythms such as dotted rhythms, hemiola, triplets and other divisions of the beat, syncopation and performance directions)</li> <li>○ expressive use of dynamics</li> </ul> </li> </ul>
<p><b>Skills/Assessment Objective Links</b></p>	<p><b>SMSC:</b> Students will learn about the historical and cultural context of this Symphony  <b>PSHE/British Values:</b> Tolerance of different styles / genres of music and different people's preferences  <b>Skills Builder:</b></p> 
<p><b>Spiritual, moral, social, and cultural development</b></p>	<p>Many aspects of music theory rely on a secure understanding of number</p>
<p><b>Numeracy</b></p>	<p><b>Vocabulary Tier 2:</b> Analyse, Describe, Compare, Contrast,  <b>Vocabulary Tier 3:</b> Classical Period, Sonata Form, Exposition, Development, Recapitulation, related keys, subject, transition, codetta, coda, fanfare, antiphony, modulation, harmonic rhythm, motif, antecedent, consequent, monothematicism, chromatic harmony, interrupted cadence, cadential progression, sequence, imitation, circle of 5ths, suspension, tripartite, theme &amp; variations, double dotted rhythm, intervallic augmentation, diminished harmony, tutti, sextuplet, cadenza, Minuet &amp; Trio, pedal note, auxiliary note, anacrusis, hemiola, Neapolitan chord, tertiary modulation, tonicization, parallel harmony, drone, countermelody, quaver figuration</p> <p><b>Reading:</b> Students will read for information. Music literacy will be developed with an ability to link symbol and sound  <b>Writing:</b> Students will write a log of their compositions describing their compositional process and musical decisions  <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>
<p><b>Literacy</b></p>	



<b>Becoming future ready</b>	<b>Careers/Employability:</b> Teamwork																				
<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></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.</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>• Describe Sonata Form</li> <li>• Identify the characteristics of the Classical Period</li> <li>• Understand Haydn's biography and place in the development of Classical music</li> <li>• Read all notation found in the score</li> <li>• Follow the score while listening</li> <li>• Identify features from the score</li> <li>• Describe melody using the acronym SPORT</li> <li>• Describe chords, chord progressions, cadences and cadential progressions</li> <li>• Identify modulation and describe key relationships</li> <li>• Analyse how motifs have been developed</li> <li>• Describe the texture of each section</li> <li>• Identify rhythmic features</li> <li>• Compare sections of each movement</li> </ul>																				
<b>Current learning to be developed in the future within:</b>	This unit teaches analysis skills which will be used throughout the course. Students will continue to study the remaining movements of Haydn 104 in 12Spr 1 and will complete a similar study of Mendelssohn 4 in year 13.																				
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.																				
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<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.																				