



YEAR 12 2021-2022 AUT1 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</p> <p>Composition skills using the theoretical knowledge.</p> <p>Assessment of Component 2</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"> • creating musical ideas including: <ul style="list-style-type: none"> ○ construction of initial ideas ○ presentation of ideas ○ ideas which respond to the given/chosen brief. • developing musical ideas including: <ul style="list-style-type: none"> ○ thematic material ○ use of compositional techniques ○ combination of musical elements to provide coherent result. • technical and expressive control of the musical elements including: <ul style="list-style-type: none"> ○ instruments and music technology ○ communication.
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;">  </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: <u>Rhythm:</u> Cross-rhythms, Tuplets, Free rhythm, Isorhythm, Hemiola, Polyrhythm, Swung quavers <u>Tempo:</u> Wider range of terms from very slow to very fast <u>Metre:</u> Additive metres</p> <p>Melodic shape – passing notes, auxiliary notes, essential notes, unessential notes</p> <p>Melodic development – fragmentation, Range, Diatonic and Chromatic intervals – major, minor, augmented, diminished, compound, tritone, Ornamentation – mordent, turn, portamento, Scales – chromatic, whole tone, pentatonic, blues scale (blue notes), octatonic, modal, 12-tone, Klangfarbenmelodie, Guide tones, Idee Fixe / leitmotif / motto theme, Thematic transformation, Episodic work, Phasing, Contrast, Atonal, Bitonal, Polytonal, Tonicisation, Transposition, Enharmonic, Contrapuntal / Counterpoint, Heterophonic, Melody Dominated Homophony, Stretto, Antiphonal, Dominant 7th, Major 7th, Minor 7th, Diminished chords, Neapolitan 6th, Augmented 6th, Ninth chords, Secondary 7ths, Sus4 chords, Added 6th chords, Appoggiatura, Tierce de Picardie, Added note chords, Jazz chord extensions, Modulations, Suspensions, Quartal Harmony, Functional / Non-functional harmony, Concord / consonance, Discord / dissonance, Clusters, Chromatic Harmony, Parallel harmonies, Consecutive chords, Circle of 5ths,</p> <p>Speech-like / sprechstimme, Twang, Sul ponticello, Stride piano, Pedals (guitar), Triple / Quadruple stopping,</p> <p>Reading: Students will read for information. Music literacy will be developed with an ability to link symbol and sound</p> <p>Writing: Students will write a log of their compositions describing their compositional process and musical decisions</p> <p>Oracy: 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	Careers/Employability: Teamwork																									
Adaptation	Throughout this topic, quality first teaching will provide differentiation:																									
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>																									
Implementation Curriculum Delivery	To be able to:																									
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Understand and use melody vocabulary • Create effective melodies using a variety of techniques • Develop melodies using melodic development techniques • Understand and use rhythm vocabulary • Create effective rhythms in a range of metres • Develop rhythms which are interesting, but coherent • Understand and use tonality vocabulary • Compose securely in one key • Transpose melodies to related keys • Achieve smooth transitions at modulation points • Understand and use texture vocabulary • Use texture to add interest to a composition • Understand and use harmony vocabulary • Harmonise melodies using primary and secondary chords • Use cadences at appropriate points • Understand and use tempo, dynamics, articulation and playing techniques to develop compositions. <p>Red denotes interleaving; aspects of knowledge covered previously.</p>																									
Current learning to be developed in the future within:	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.																									
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table border="1"> <thead> <tr> <th colspan="5">AUT 1</th> </tr> <tr> <th>Summative/Formative</th> <th>Key Marking Piece</th> <th>Feedback type given</th> <th>H/WK or Classwork</th> <th>Date deadline</th> </tr> </thead> <tbody> <tr> <td>Formative (Teacher 2)</td> <td>Composition Skills Piece</td> <td>Verbal Feedback & Green Sheet</td> <td>CWK & HWK</td> <td>End of Sept</td> </tr> <tr> <td>Formative (Teacher 1)</td> <td>Solo Baseline Performance</td> <td>A Level Performance feedback sheet (with A level criteria)</td> <td>CWK</td> <td>End of 12Aut1</td> </tr> <tr> <td>Summative (Teacher 1)</td> <td>Transition Theory Test</td> <td>Whole class feedback with individual NOW tasks</td> <td>CWK</td> <td>End of 12Aut1</td> </tr> </tbody> </table>	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
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																						
Impact	Attainment and Progress – Refer to assessment results / data review documentation.																									