



YEAR 12 SUM2 TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Development of the Symphony



<p>Curriculum Intent</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: The Western Classical Tradition (The Development of the Symphony 1750– 1900)</p> <p>This area of study focuses on the development of the symphony through the Classical and Romantic eras. The symphony, as it developed, was considered to be the most important instrumental genre of the eighteenth and nineteenth centuries and contains some of the most exciting orchestral repertoire of the period. The development of the symphony went hand in hand with the development of the orchestra into a grand and powerful force. Equally grand forms and structures were needed to allow the instruments to demonstrate their full potential and with this we see the emergence of sonata form.</p> <ul style="list-style-type: none"> the use of instrumentation and development of the orchestra in the period including: <ul style="list-style-type: none"> the decline of basso continuo the influence of the Mannheim orchestra the occasional use of brass and percussion during early Classical period the initial dominance of strings with winds used for doubling, reinforcing and filling in the harmonies the increased importance of the woodwind section as they were entrusted with more important and independent material advances in orchestration and orchestral effects due to commissioned works larger orchestral forces (especially brass and percussion) new sonorities (e.g. new instruments, technical improvements and use of instrumental colour programmatic use of the orchestra to create and suggest underlying meaning (e.g. orchestral landscapes, descriptive music, extremes and subtleties of emotion) important symphonic composers and landmark works in the period how and why symphonies were commissioned during the period (e.g. patronage and the rise of public concerts) how the symphony developed through the period (e.g. length, number of movements and new forms) the programme symphony/symphonic poem
<p>Skills/Assessment Objective Links</p>	<p>SMSC: Students will learn about the historical context of symphonic writing and how changes in employment and patronage impacted the genre. A variety of music will be experienced, mostly from Western Europe.</p> <p>PSHE/British Values: Tolerance of different styles / genres of music and different people's preferences</p> <p>Skills Builder:</p> 
<p>Spiritual, moral, social, and cultural development</p>	<p>SMSC: Students will learn about the historical context of symphonic writing and how changes in employment and patronage impacted the genre. A variety of music will be experienced, mostly from Western Europe.</p> <p>PSHE/British Values: Tolerance of different styles / genres of music and different people's preferences</p> <p>Skills Builder:</p> 
<p>Numeracy</p>	<p>Many aspects of music theory rely on a secure understanding of number</p>
<p>Literacy</p>	<p>Vocabulary Tier 2: Analyse, Describe, Compare, Contrast, Define, Discuss, Evaluate, Explain</p> <p>Vocabulary Tier 3: this unit does not contain new vocabulary, but explores the concepts from 12 Aut2 and 12Spr1 in a wider range of contexts</p> <p>Reading: Students will read for information. Music literacy will be developed with an ability to link symbol and sound</p>

	<p>Writing: This part of the course is the only part where extended writing and correct grammar and punctuation are necessary. Students will start by writing single paragraphs and build up to writing longer essays.</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 the outline of history 1750 – 1900 including major events in UK, Europe and the world • describe the major changes to symphonic writing in this period • understand the structure of the symphony, where this originated and how it developed over time • understand sonata form and its expected key relationships • understand the analysis of Stamitz Symphony Op 3 no 2 • describe features of Style Galant and the Mannheim school • understand the analysis of Haydn Symphony 26 • describe features of Sturm und Drang • understand the analysis of Mozart Symphony 40 • describe features of mature classical writing • write paragraphs about any of these symphonies about any element • start to join paragraphs to create a coherent argument 																									
Current learning to be developed in the future within:	This unit teaches analysis skills which will be used throughout the course. Students will continue to practice these skills in year 13 and they are transferable to other areas of the course.																									
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table border="1"> <thead> <tr> <th colspan="5">SUM 2</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 1)</td> <td>Development of the Symphony paragraphs</td> <td>Verbal Feedback & Green Sheet</td> <td>CWK & HWK</td> <td>End of 12Sum2</td> </tr> <tr> <td>Formative (Teacher 2)</td> <td>Composition Skills</td> <td>Verbal Feedback & Green Sheet</td> <td>CWK & HWK</td> <td>End of 12Sum2</td> </tr> <tr> <td>Summative (Teacher 2)</td> <td>Exam Style Question (Expressionism)</td> <td>Individual written and whole class verbal feedback</td> <td>CWK</td> <td>End of 12Sum2</td> </tr> </tbody> </table>	SUM 2					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative (Teacher 1)	Development of the Symphony paragraphs	Verbal Feedback & Green Sheet	CWK & HWK	End of 12Sum2	Formative (Teacher 2)	Composition Skills	Verbal Feedback & Green Sheet	CWK & HWK	End of 12Sum2	Summative (Teacher 2)	Exam Style Question (Expressionism)	Individual written and whole class verbal feedback	CWK	End of 12Sum2
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Impact	Attainment and Progress – Refer to assessment results / data review documentation.																									