

Year 11 SOW MUSIC Autumn								
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning	Assessment response
Week 1 Lesson 1 Theory- AOS 1 introduction	Identify key words within AOS 1- Western Classical Music To identify key elements (melody, instrumentation, structure, harmony) within unheard pieces of music	Starter Complete as many key words as they can on sheet Identify key elements Main Listen to 3 different music from baroque and classical compare in books Plenary Review of key elements in AOS1.		Key work sheets Variety of listening examples	Melody, harmony, tonality, structure, timbre, texture, tempo, metre, rhythm, dynamics, articulation	New seating plan EAL: Reinforce key words are correctly defined. SEN: Reinforce key words are correctly defined		
Week 1 lesson 2 Coursework- Solo performance	To identify strengths and weakness of performance skills Select appropriate repertoire in accordance with grading scheme	Starter Listen to examples of solo performances. Evaluate against mark scheme Main Complete skills audit Choose 2-3 pieces that they	Reflecting on choice of repertoire against marking criteria to select best piece for solo performance	EDUQAS solo performance assessment grid Skills audit	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- ensure they have opportunity to practice, practice rooms availability if required during break and after school	Select final solo performance piece	

		<p>think meet the criteria</p> <p>Perform selection to class</p> <p>Plenary</p> <p>As a class discuss performances against marking scheme, select most appropriate piece of themselves.</p>						
<p>Week 2 lesson 1 and 2- Theory Bach and Symphony</p>	<p>To identify key features of Bach's music, his life and influences</p> <p>Key features of the symphony, background, purpose, structure</p>	<p>Starter:</p> <p>10 facts about Bach from power point</p> <p>Listen to 3 examples of his work –discuss features and opinions</p> <p>Main:</p> <p>What is a symphony- key features from power point</p> <p>Listen to 2 examples- Identify key features</p> <p>Badinerie</p> <p>Background</p> <p>Listen to</p>		<p>Power point (history of Bach, symphony, Badinerie)</p> <p>Listening examples</p> <p>X3 Bach Badinerie</p>	<p>Symphony, form, structure, key signatures, modulation, tonality, time signatures.</p>	<p>EAL/SEN: ensure key features identified are allocated into the correct elements.</p>	<p>History of Bach</p>	

		selection from each movement – identify key elements Plenary Listen to 2 nd movement- Badinerie						
Week 2 lesson 3 Coursework- Solo Performance	Develop technique for solo performance Identify areas for development	Starter Class to introduce final selection for solo performance Main Identify target area for this lessons performance Practice with attention to identified focus Plenary Selection of performances	Students to identify areas for development and a specific focus for the lessons	Backing track/ accompaniment if necessary	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP-ensure practice has been completed		
Week 3 lesson 1- Theory Badinerie Melody	Identify key features of the melody in the 2 nd movement of The Badinerie Explore use of transposed instruments	Starter Listen to 2 nd mov Badinerie Main From key words sheet identify which are MELODIC features		Mov 2 Score Mov 2 recording Key word sheets Powerpoint with key words.	Conjunct, disjunct, triadic, broken chords, arpeggio, interval, octave, passing notes, diatonic, chromatic, slide,	MA- ensure all keywords are highlighted on score EAL/SEN- check definitions are correct	Symphony introduction	Autumn in class tracker) Rhythmic devises, symbols, worksheets used as starter

		<p>Identify transposed instruments</p> <p>Analyse score- identify instruments playing melody</p> <p>Identify and annotate melodic techniques on the score.</p> <p>Plenary</p> <p>Listen to unrelated piece of music, identify melodic features</p>			<p>ornamentation, acciaccaturas, appoggiaturas, ostinato, phrasing, articulation</p>			
<p>Week 3 lesson 2- course work- Solo performance</p>	<p>Evaluate strengths and weaknesses within own performance</p>	<p>Starter</p> <p>Review targets from last performance lesson</p> <p>Main</p> <p>Practice with focus on a particular for development</p> <p>Plenary</p> <p>One performance, discuss strengths and areas for development</p>	<p>Students to self assess their own performance giving themselves targets and areas for development</p>	<p>Backing tracks</p>	<p>Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,</p>	<p>PP-ensure practice has been completed, if not schedule supervised practice</p>		

		according to the mark scheme						
Week 4 lesson 1 and 2 Theory- Badinerie harmony and tonality	Explore harmony and tonality within 2 nd Mov Badinerie Evaluate knowledge gained so far and target for development	Starter Quick fire harmony key words Identify the tonality and cadences Main On score highlight key harmonic features, annotate keys/cadences/ key features Plenary Cadence song	MINI ASSESSMENT- SYMPHONY and BACH- Mark on tracker Green pen areas for development	Score KEY SIGNATURE SHEETS Keywords Listening example Relative major minor sheets	Harmony, tonality, diatonic, chromatic, constant, dissonant, pedal, drone, cadences- perfect, plagal, interrupted, imperfect, tierce de Picardie, major, minor, dominant 7ths	MA- ensure all keywords are highlighted on score EAL/SEN- check definitions are correct		Africa- A3 key element sheets / jigsaw used as starter activities
Week 4 lesson 3- coursework Solo performance	To perform part of their chosen piece, assess performance in accordance with the mark scheme, identify areas of strength and for development.	Starter Discuss areas of strength and targets Main Practice solo performances Perform to the class (record) Plenary Assess performance in accordance with the marking	PITSTOP PERFORMANCE Mark on tracker Green pen areas for development	Backing tracks, accompaniment recorder	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- Ensure all have met practice targets.	Practice plan for solo performance	

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Week 5 lesson 1- Theory Badinerie structure	To identify key structural elements within movement 2 The Badinerie.	<p>Starter Quick structure words. Listening examples, theme and variations, binary/ ternary form.</p> <p>Main On score highlight key structural features, annotate all areas of structural changes.</p> <p>Plenary Extended listening- Identify structure</p>		Score Key words sheets Power point of information	Binary, ternary, rondo, arch shape, through-composed, theme and variations, sonata, minuet, trio, scherzo, trio, call and response, ground bass, basso continue, cadenza	MA- ensure all keywords are highlighted on score EAL/SEN- check definitions are correct	Model essay Badinerie	
Lesson 5 2 coursework- solo composition	Final audit and targets for solo performance – record next week	<p>Starter Go through grading criteria</p> <p>Main Identify areas for targeted practice</p> <p>Plenary performances</p>		Backing tracks, accompaniment	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- Ensure all have met practice targets, have allocated time to practice before next week		Mock – tracker RR- time signatures and cadences

Week 6 lesson 1 – theory timbre, texture and dynamics	To identify timbre, texture and dynamics within The Badinerie	Starter Go through grading criteria Main Identify areas for targeted practice Plenary performances		Score Key words sheets Power point of information				