



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Study Piece 2: Western Classical Tradition 1650-1910 (Mozart Clarinet Concerto, 3rd Movement)</p>	<p>To explore the 3rd Movement of Mozart's Clarinet Concerto (associated with the Western Classical Tradition strand)</p> <p>Mozart Clarinet Concerto (K. 622), 3rd Movement, Rondo, Allegro</p>	<p>Dynamics Rhythm Structure Melody Instrumentation Texture Harmony</p>	<p>Students will do a variety of tasks to help them understand various musical features of the music</p> <p>They will be expected to identify these features in response to an essay (8 mark) style question.</p> <p>While learning about these pieces, practical, retrieval and theory activities will take place to help make the learning sticky.</p>	<p><i>Prerequisites:</i></p> <p>As the set works are extremely vast, understanding of all musical elements is essential. This will come from the KS3 curriculum and what students have studied throughout the GCSE course</p> <p><i>What comes next:</i></p> <p>Composition 2 (Externally Set Brief)</p>	<p>Revision using class study guide on LSOH</p> <p>Aural and essay based questions using Focus on Sound subscription</p>
<p>Composition 2 (Externally Set Brief)</p>	<p>NEA to be completed under examination conditions over a 25 hour period</p> <p>Students will use and explore all musical elements while composing</p> <p>Teaching will be responsive to the needs of the students dependent on the style of their composition</p>	<p>Dynamics Rhythm Structure Melody Instrumentation Texture Harmony</p>	<p>Progression of skills on Sibelius from the start of KS4</p> <p>Students will be asked to produce a composition that contains 4 key elements of harmony, melody, bass and rhythm</p> <p>They will be able to compose in any style they choose. Bespoke support will be given as the compositional work progresses</p> <p>Students can use sequencing software, notational software or unconventional methods to realise their work</p>	<p><i>Prerequisites:</i></p> <p>As composition is extremely vast, understanding of all musical elements is essential. This will come from the KS3 curriculum and what students have studied at the start of the GCSE course</p> <p><i>What comes next:</i></p> <p>Traditional Music unit</p>	<p>N/A as work has to be completed in a controlled environment</p> <p>Students can work on ideas between session using instruments that they have at home</p>



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Traditional Music	Students will study a variety of music associated with the traditional music strand focussing on timbre (sonority) and texture.	Timbre Folk Instrumentation Ornamentation Melody Texture Melody & Accompaniment	Students will be given access to various examples of traditional music They will study each one, focussing on the musical features that are common in that style	<i>Prerequisites:</i> KS3 Traditional Music Context <i>What comes next:</i> Western Classical Tradition Since 1650-1910	Revision using class study guide Aural questions using Focus on Sound subscription
Western Classical Tradition 1650-1910	To explore the elements required of the AQA aural examination using Western Classical Tradition (1650-1910) as a stimulus	Harmony Dominant 7th Chord Intervals Harmonic Melodic Chromatic Tempo Allegro Moderato Largo Andante	Students will do a variety of tasks to help them understand various harmonic and rhythmic elements They will also explore the sonority of orchestral instruments looking at playing techniques in particular They will be expected to identify harmonic and rhythmic features when listening to music and also compose using these features	<i>Prerequisites:</i> Y8 Music of Beethoven unit <i>What comes next:</i> Examination Period (Aural Perception and exam technique)	Revision using class study guide Aural questions using Focus on Sound subscription



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<p>Revision</p>	<p>To improve upon areas of weakness</p>	<p>Vocabulary will vary dependent upon identified by class teacher</p>	<p>Improve upon areas of weakness identified for the class.</p>	<p>Linked learning will vary dependent upon identified by class teacher</p>	<p>Homework will be tailored towards the weaknesses of the students in the class to further aid progress.</p>