



Music Scheme of Learning

Year 7 Term Two – Pachelbel’s Canon

Intent – Rationale

This unit offers students the opportunity to explore the timbres of different instruments and to explore the instruments of the orchestra. Students perform Pachelbel’s Canon and develop their ensemble skills as well as their individual keyboard skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Term 1 - year 7 – basic music theory – working with notation and rhythms and the elements of music	<ul style="list-style-type: none"> <li>Year 7</li> <li>Term 3 – The Baroque Period.</li> <li>Term 5– Disney and Ensemble Skills</li> </ul> Year 9 Term 1 - Blues Music
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>SP, SO, M</li> <li>4</li> <li>A, b, d, e,f, g,h,l</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
FROM THE LIBRARY <i>Grove Concise Dictionary of Music</i> ; A Sadie-780 <i>Music: DK Eyewitness guide</i> ; N. Ardley-780 <i>Music: The Definitive visual History</i> ; D. Summers-780 <i>BBC Music magazine</i>	<ul style="list-style-type: none"> <li>Counting the beats</li> </ul>



Music Scheme of Learning

Year 7 – Term 2

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>To recall the notes on the stave in treble and bass clefs                      To recall basic rhythmic values of crotchet, minim, quaver                      To know the most effective ways of playing two hands on a keyboard</p>	<p><u>Know</u></p>
<p>To demonstrate understanding of the notes on the stave through practical application.                      To perform Pachelbel’s canon</p>	<p><u>Apply</u></p>
<p>To perform the challenging part of Pachelbel’s Canon using two hands on the keyboard                      To apply dynamic changes to a performance</p>	<p><u>Extend</u></p>
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Canon</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Pitch</li> <li>• Ground Bass</li> <li>• Melody</li> <li>• Ensemble</li> <li>• Ostinato</li> </ul>	<p>Homework tasks to ensure understanding of the content in the lesson                      Listening exercise, lesson 1 to assess students understanding of the music they are hearing in relation to the elements                      Performance of Pachelbel’s Canon marked against performance criteria.</p>

# KESTEVEN AND SLEAFORD HIGH SCHOOL



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Ground Bass	Can I describe a piece of music using the elements of music I am prompted with?	Can I define what is happening in a piece of music using musical terminology?	Powerpoint
Ground bass and melody	Can I perform a single melody?	Can I perform a melody and bass line together in two hands?	Powerpoint
Families in the Orchestra	Can I hear a melody and recognise it on a score?	Can I hear two melodies simultaneously and recognise them on a score?	Powerpoint
Rehearsal	Can I perform with two hands on piano?	Can I perform the proficient melodies with left hand?	Powerpoint
Listening to the Orchestra	Can I apply my knowledge of the elements of music to different pieces of Music?	Can I apply my knowledge of the elements of music to different pieces of Music to a high standard of 90%?	Powerpoint
Young Person's Guide to the Orchestra	Can I hear instrument timbres when I am told where they change?	Can I hear instrument timbres without prompt?	Powerpoint