



Music Scheme of Learning

Year 8 – Term 3 The Classical Period

Intent – Rationale

Students need to develop an understanding of the history of music. Following on from their work on the Baroque Period in Year Seven, they look at the Classical Period in year Eight to continue developing their understanding of how music has developed over time. Looking mainly at the work of Mozart, but touching on other composers, and building comparisons between the Baroque and Classical periods. Students will continue their work with two hands on piano to complete performance tasks and will also explore ensemble performance.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>The Baroque Period (yr7)</b>  <b>Performance topics – reading a score; 2 hand on piano</b>  <b>Elements of Music</b></p>	<p>2 hand piano technique highlighted in terms 4,5 and 6                      The Romantic Period, Term 3 Year 9</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
	<p>M, SO, C                      4,5                      GB4 a, b, e, f, g, l</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Copying key words; completing Quizizz on their knowledge                      FROM THE LIBRARY  <i>BBC Music Magazine</i>  <i>Dictionary of Composers-780.92</i>  <i>The Great Composers-920</i></p>	<p>Adding up beats in the bar</p>



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**Intent – Concepts**

<b>What knowledge will students gain and what skills will they develop as a consequence of this topic?</b>	
<p><b><u>Know</u></b> Key features of the Classical period; 2 hand piano technique</p> <p><b><u>Apply</u></b> Be able to listen to pieces of music and identify whether they are Baroque or Classical based on their features. Be able to perform a piece by Mozart using two hands on the piano.</p> <p><b><u>Extend</u></b> Be able to perform a more challenging piece as part of a duet, with a more melodic line in the left hand and a more challenging key signature.</p>	
<b>What subject specific language will be used and developed in this topic?</b>	<b>What opportunities are available for assessing the progress of students?</b>
	<p>Listening to performances from individuals each lesson. Performance marked against performance criteria in lesson 6.</p>



## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Lesson 1	To begin to learn Mozart's Twinkle Twinkle Little Star in C major 1 hand	To begin to learn Mozart's Twinkle Twinkle Little Star in C major in 2 hands	Powerpoint on T:Drive; handout
Lesson 2	To continue to learn Mozart's Twinkle Twinkle Little Star in C major 1 hand	To continue to learn Mozart's Twinkle Twinkle Little Star in C major 2 hands	Powerpoint on T:Drive; handout
Lesson 3	To continue to learn Mozart's Twinkle Twinkle Little Star in C major 2 hands	To begin to learn a more difficult piece as part of a piano duet	Powerpoint on T:Drive; handout
Lesson 4	To continue to learn Mozart's Twinkle Twinkle Little Star in C major 2 hands	To continue to learn a more difficult piece as part of a piano duet	Powerpoint on T:Drive; handout
Lesson 5	To refine Mozart's Twinkle Twinkle Little Star, thinking about the Elements of Music	To refine the piano duet thinking about the Elements of Music	Powerpoint on T:Drive; handout
Lesson 6	To perform Twinkle Twinkle Little Star	To perform a more challenging piano duet	Powerpoint on T:Drive; handout