KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

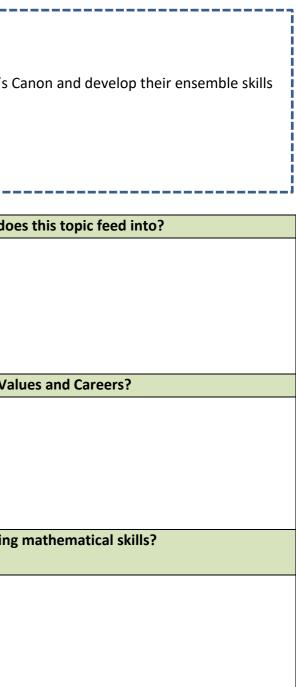
<u>Year 7 Term Two – Pachelbel's Canon</u>

<u>Intent – Rationale</u>

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 do |
|---|---|
| Term 1 - year 7 – basic music theory – working with notation and rhythms and the elements of music | Year 7 Term 3 – The Baroque Period. Term 5– Disney and Ensemble Skills Year 9 Term 1 - Blues Music |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Va |
| 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 | SP, SO, M 4 A, b, d, e,f, g,h,I |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing |
| FROM THE LIBRARY Grove Concise Dictionary of Music; A Sadie-780 Music: DK Eyewitness guide; N. Ardley-780 Music: The Definitive visual History; D. Summers-780 BBC Music magazine | Counting the beats |





KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

<u>Year 7 – Term 2</u>

Intent – Concepts

| | What knowledge will students gain and what skill | s will they develop as a consequence of this topic? |
|--|---|---|
| | | |
| | Kn | low |
| To recall the notes on the stave in treble and bass of | clefs | |
| To recall basic rhythmic values of crotchet, minim, | quaver | |
| To know the most effective ways of playing two ha | nds on a keyboard | |
| | Ap | ply |
| To demonstrate understanding of the notes on the To perform Pachelbel's canon | | |
| | | end |
| To perform the challenging part of Pachebel's Cano To apply dynamic changes to a performance | on using two hands on the keyboard | |
| | on using two hands on the keyboard I be used and developed in this topic? | What opportunities are available for assessing th |
| To apply dynamic changes to a performance What subject specific language will | | |
| To apply dynamic changes to a performance What subject specific language will • Canon | | Homework tasks to ensure understanding of the content in t |
| To apply dynamic changes to a performance What subject specific language will | | |
| To apply dynamic changes to a performance What subject specific language will Canon Dynamics | | Homework tasks to ensure understanding of the content in t Listening exercise, lesson 1 to assess students understanding |
| To apply dynamic changes to a performance What subject specific language will Canon Dynamics Timbre | | Homework tasks to ensure understanding of the content in t Listening exercise, lesson 1 to assess students understanding relation to the elements |
| To apply dynamic changes to a performance What subject specific language will Canon Dynamics Timbre Pitch | | Homework tasks to ensure understanding of the content in t Listening exercise, lesson 1 to assess students understanding relation to the elements |
| To apply dynamic changes to a performance What subject specific language will Canon Canon Dynamics Timbre Pitch Ground Bass | | Homework tasks to ensure understanding of the content in t Listening exercise, lesson 1 to assess students understanding relation to the elements |



the progress of students?

n the lesson ng of the music they are hearing in

nance criteria.

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

