



Music Scheme of Learning

Year 7 Term Three

Intent – Rationale

It is important that students learn about the characteristics of Western Classical Tradition. In this topic students will focus on the music of the Baroque Period and identify its characteristics. Alongside this they will gain contextual knowledge of other events during this time and how the arts and architecture influenced the music of the time. Students will identify how the orchestra has changed and make comparisons between the music of today and the music of the 1600s.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year seven, term 1 Music theory Year seven, term 2 the orchestra	<ul style="list-style-type: none"> Year 8 Term 3, the Classical Period – particularly with reference to piano duets. Year 9 Term 3, the Romantic period
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"> History 	<ul style="list-style-type: none"> SP, SO, M 4 A, b, d, e,f, g,h,l
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>Young Persons Guide to The Orchestra</i> ; A Ganeri-784 <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"> Counting the beats and thinking rhythmically Historical dates



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <p>To know the key characteristics of the Baroque Period. To know the correct technique to learn a piece with 2 hands on piano.</p> <p><u>Apply</u></p> <p>To be able to recognise key features of the Baroque period in a piece of Baroque music. To perform a piece with 2 hands on piano.</p> <p><u>Extend</u></p> <p>To be able to identify a piece of Baroque music from a selection of music of different styles. To perform a Baroque piano duet.</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"> • Ornamentation • Affection • Virtuoso • Basso Continuo • Harpsichord • Figured Bass • Major • Minor • Tonality • Legato • Staccato • Aria • Recitative • Minuet • Gigue • Sarabande • Gavotte • Ground Bass • Duet 	<ul style="list-style-type: none"> • Baroque or Not? listening assessment • Performance assessment • Theory assessment on the key features of the Baroque Period



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	To recall the elements of Music and use these to talk about Baroque music	To make comparisons between the Music of the Baroque period and other periods of Music	Powerpoint on T:Drive; handout
2	To recall what a Ground Bass is and to be able to play the bass line to 'Winter'	To be able to play part of 'Winter' with two hands	Powerpoint on T:Drive; handout
3	To be able to play part of 'Winter' with two hands	To be able to play all of 'Winter' with two hands	Powerpoint on T:Drive; handout
4	To be able to play all of 'Winter' with two hands	To be able to play all of 'Winter' with two hands as part of a duet	Powerpoint on T:Drive; handout
5	To be able to play all of 'Winter' with two hands as part of a duet	To be able to play a more challenging piece as part of a duet	Powerpoint on T:Drive; handout
6	To perform 'Winter' as part of a duet for assessment	To perform a more challenging Baroque piece as part of a duet.	Powerpoint on T:Drive; handout