



Music Scheme of Learning

Year 9 Term Three The Romantic Period

Intent – Rationale

This topic enables pupils to explore the history of Music and how it has developed. It is intended to give students an overview of the typical features of Romantic Music and invites them to make comparisons between music they listen to now and Music from the Period.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7, Term One – Theory of Music Year 7, Term Three- The Baroque Period Year 8, Term Three – The Classical Period</p>	<ul style="list-style-type: none"> Year 9 – Term 5- Contemporary Music Year 9 – Term 6 – Music through the decades
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"> 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 	<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?
<ul style="list-style-type: none"> Comprehension activities Key Word Activities to improve students understanding of subject specific terminology <p><i>BBC Music Magazine</i></p>	<ul style="list-style-type: none"> Rhythmic Values and Counting



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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 recall basic music theory to analyse music To know the most effective ways of playing two hands on a keyboard To know key characteristics of the Romantic Style</p> <p><u>Apply</u></p> <p>To apply knowledge of the key features of the period to a performance piece To identify a piece of Romantic music based on knowledge of the period of Music</p> <p><u>Extend</u></p> <p>To perform a more challenging piece of Romantic Music To make comparisons between different historical periods</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"> • Elements of Music • Lieder • Modulations • Symphony • Melodic Dictation • Colourful harmony • Sonata 	<p>Quizizz tasks to ensure understanding of the key features of the Romantic period Romantic music listening assessment Performances during the rehearsal lessons to assess progress</p> <ul style="list-style-type: none"> • Performance of ‘Pathetique’ marked against performance criteria at the end of the topic.



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	Can I describe the key features of a Romantic piece?	Can I make comparisons between Romantic Music and other genres?	Powerpoint
2	Can I perform a single melody? Can I recall the features of a Romantic piece?	Can I perform a melody and bass line together in two hands? Can I identify Romantic pieces in a selection of pieces at a Exceptional standard (90%)?	Powerpoint
3	Can I perform a single melody fluently?	Can I perform a melody and bass line together in two hands fluently?	Powerpoint
4	Can I perform with two hands on piano?	Can I perform as part of a duet?	Powerpoint
5	Can I perform as part of a duet?	Can I perform a more challenging piece from the Romantic period?	Powerpoint
6	Can I perform 'Pathetique' fluently and accurately for the assessment?	Can I perform a more challenging piece from the Romantic period fluently and accurately for the assessment?	Powerpoint