

**Unit Overview: Year 8: History of the Blues****Half- Term:**

AUT 1

AUT 2

SPR 1

SPR 2

SUM 1

SUM 2

**No of Lessons:****12****Key Focus for Unit:***What is the key knowledge being delivered?**What is the intent of this unit?*

Through this unit on Classical music pupils will explore the traditions and conventions of Classical music between the 18-19<sup>th</sup> Centuries, focusing on some key Classical composers including Mozart, Beethoven and Greig and some re-discovered composers such as Florence Price, Mariana Martines and Chevalier de Saint Georges. They will perform and compose key works by these composers and learn about creation of their music within particular social and historical contexts, thinking about the ways in which the music was received at the time. They will consider the significance of Classical music in modern Britain and explore ways in which Classical music may be appreciated and heard locally (London's Barbican and South Bank centres, on streaming services, through social media, film, TV and video games).

**Classical Music: An introduction****In this unit pupils will:**

Perform a theme from a piece of classical repertoire, sung or played as a class

Remix a Classical theme using music technology

Listen to a variety of pieces from the Classical period (1750-1810) and identifying features of Classical music

Explore the lives of classical composers Mozart, Haydn, Beethoven, Nannerl Mozart and Chevalier de Saint-Georges

**Classical Music/ICT: Remix the Orchestral theme****In this unit pupils will:**

Perform a theme from a Classical piece in time to a click track

Compose an arrangement of the theme using BandLab

Listen to a range of remixed versions of Classical pieces and identifying key techniques

Explore ways in which music may be developed/varied/modified using music technology

BandLab: MIDI, Audio, Edit, Quantise, Click track, BMP, Loop

**In music students demonstrate powerful knowledge AND skill through the FOUR BIG IDEAS:**

1. **Performing**
2. **Composing and Improvising**
3. **Listening**
4. **Exploring**

## Classical Music

Performing skills: Ode to Joy: Beethoven- Performing in pairs at the keyboard (Spring 1)

Composing skills: Re-mix the classics- composing an arrangement of a classical theme using musical technology (Bandlab) (Spring 2)

Listening skills: to a range of Classical music such as Beethoven's 5<sup>th</sup> Symphony, Grieg's Peer Gynt Suite, Chevalier de Saint George's 1<sup>st</sup> Symphony and identify key features

Exploring music: Studying the history and origins of Classical music and writing an extended piece on a chosen composer

### Key Skills tracker (See Music Key Documents Handbook 2022):

This is a summary of Knowledge and Skill Level expected at the end of each KS3 year,

The Skills tracker is divided into the FOUR BIG IDEAS and can be viewed sequentially across topics and years, building in demand and complexity towards KS4, 5 and beyond.

### Unit Assessment:

*How will this unit be assessed?*

*What is the frequency of assessments - baselines etc?*

Assessment will be undertaken as follows:

1. Low stakes: Teacher assessment based on solo/paired work at keyboards or in groups (Half-termly)
2. Listening test: Focus on Sound assignment data (twice fortnightly)
3. Baseline: A written listening test at the start of term
4. Extended writing: Once half-termly

Performing: Classical themes on Keyboards and in groups

Pupils will be assessed on performance skills and will perform with varying degrees of accuracy, fluency and expression (Low-stakes once half-termly)

Composing/arranging: Pupils will be assessed on their paired work based on their ability to arrange a Classical theme using music technology

Listening: Pupils will be assessed fortnightly through Focus On Sound Listening tests (Low-stakes)

Exploring: Pupils will be formally assessed at the end of Term 2 through a piece of extended writing in which they will demonstrate knowledge of the conventions and traditions of Classical Music

<u>Key Skills/Big Ideas Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
How did classical composers compose their music? What are the conventions of classical music? How was it composed and notated? (Exploring)	major and minor scale, Phrase (including question and answer phrase), Accompaniment, Broken chord, Alberti bass,	Links to previous unit: Pupils will make comparisons between simple Harmonic patterns (12 Bar Blues) and Diatonic

<p>What makes a successful classical composer? Why were some composers remembered and others forgotten in history books? What can we learn from studying classical music? Where do we listen to classical music in our daily lives?</p>	<p><b>Classical style, Classical composers (names)</b></p> <p><b>Sonata, Symphony</b></p>	<p>Harmonies of the Classical Tradition until 1910. They will have developed their Keyboard playing skills and should be able to recognise notes of the treble clef as well as simple rhythmic patterns and note-values.</p>
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next unit?</u></p>	
<p>Big Ideas/Knowledge and Skills are merged into 4 key musical disciplines, which are essential in the field of Music performing, composing, production, administration to name but a few. Transferable skills are many but include:</p> <p>Literacy: Through notation and application of key terms</p> <p>Oracy: Through performing and developing fluency, diction, projection and overall confidence</p> <p>Social: Group work and leadership through conducting and taking part in music ensembles</p>	<p><b>The study of classical music with focus on 18<sup>th</sup>-19<sup>th</sup> century music prepares pupils for study of Baroque and 19-20<sup>th</sup> Century music and contextualizes the conventions and traditions of specific musical periods/genres.</b></p> <p>Pupils will develop performing skills, focusing on phrasing and expression and will further develop their skills in a series of workshops on Baroque Dance suites, Ballet music and Contemporary Dance music.</p> <p>Exploring the History and Tradition of Dance Styles from the Baroque period to present.</p>	