

Week 12 Date: *Monday 6th July 2020* Year Group: *9* Subject: *Music* Length of Topic: *1 week*

Learning Activities	Communication	Supporting Sites
<p>Topic: AOS1: Structure in Western Classical Music</p> <ul style="list-style-type: none"> Variations, 1600-1899 Revision Summary <p>What do you want students to know?</p> <p>Develop and knowledge and understanding of Western classical music how</p> <ol style="list-style-type: none"> Bass lines are varied melodically, rhythmically or using melodic decorations Revise and answer questions – page 13 <p>What do you want them to produce to demonstrate learning?</p> <p>Produce a word or PowerPoint document</p> <p>Week 1 Learning Objective: learn how music can be organised</p> <p>Activities:</p> <ol style="list-style-type: none"> Read carefully through pages 12 “Music Areas of Study” document Write about how basslines are varied. Focus on information to theme and variations to rhythm, harmony and melodic decorations. 	<p>Key Vocabulary (list 10 words per week)</p> <p>Variations Bass line Ground bass Cannon Bass themes Symphony Sonata Concerto Melodic decoration orchestral</p> <p>What would you like them to read?</p> <p>Documents: Music Areas of Study Style and structure</p> <p>Information from good internet sources</p> <p>Ground bass https://www.britannica.com/art/ground-bass</p>	<p>Signpost to:</p> <p>https://en.wikipedia.org/wiki/List_of_music_styles</p> <p>https://www.bbc.co.uk/bitesize/guides/zsydwmn/revision/1</p> <p>NB: it is recommended and encouraged that students use a range of internet sources and websites</p> <p>Supporting documents on Frog Music Home page. How to get there: Log into frog- click all subjects– click music – click on resources tab – scroll down.</p> <p>❖ Throught frog click Sharepoint → click three line next the title</p>

<p>3. Write a glossary (name and meaning) of the key vocabulary</p> <p>4. Listen to and listen to selected pieces of composer's page 12</p> <p>What do you want them to practice? How?</p> <ol style="list-style-type: none"> 1. <i>Using good sources: music revision and guide, music booklets on Frog; internet, radio stations, BBC iPlayer</i> 2. <i>Practice meanings of keywords</i> 3. <i>Learn definitions - Make revision cards of definitions</i> <p>What can they teach to someone else? How? Share information with family members</p> <p>Resources needed: <i>Internet, computer, pen, lined paper</i></p> <p>This will support: (Links to curriculum)</p> <p>Develop an understanding of Music Performance; its characteristics; how it's composed.</p> <p>Development of listening and Appraising skills</p> <p>Develop music vocabulary</p>	<p>Theme & Variation in Music: Definition, Form & Examples</p> <p>https://study.com/academy/lesson/theme-variation-in-music-definition-form-examples.html</p> <p>References:</p> <p>Elements of Music https://wmich.edu/mus-gened/mus150/Ch1-elements.pdf https://quizlet.com/15101975/music-foundations-musical-techniques-flash-cards/</p> <p>What would you like them to listen to? Compare and contrast</p> <p>Canon in D (Pachelbel's Canon) - Cello & Piano [BEST WEDDING VERSION https://www.youtube.com/watch?v=Ptk_1Dc2iPY]</p> <p>Maroon 5 - Memories (Official Video) https://www.youtube.com/watch?v=SIpMPnQ58k</p> <p>Mozart variations Theme tune for the South Bank Show</p>	<p><i>"President Kennedy School → see my subject to left → click music</i></p> <p>Documents: Style and structure Music Areas of Study Music History 1 Music History 2</p>
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