

Week 10 Date: *Monday 22nd June 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"> • Ternary Form • Rondo <p>What do you want students to know?</p> <p>Develop and knowledge and understanding of Western classical music</p> <ol style="list-style-type: none"> 1. organisation and contrast to pitch - melody, rhythm, harmony, structure, dynamic and tempo <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"> 1. Read carefully through pages 8 and 9 “Music Areas of Study” document 2. Write about how music is organised / arranged, formed and the use of contrast. Focus on information to pitch, rhythm, harmony, melodies, structure, dynamic and tempo. 	<p>Key Vocabulary (list 10 words per week)</p> <p>Ternary form Rondo form Aria Baroque period De capo al fine Symphony Minuet and trio Romantic period Sonata Modulation</p> <p>What would you like them to read?</p> <p>What is music https://en.wikipedia.org/wiki/Music https://www.musichouseschool.com/what-is-music-music-defined-by-musicians</p> <p>Documents: Music Areas of Study Style and structure</p> <p>Information from good internet sources</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>❖ <i>Throught frog click Sharepoint → click three line next the title</i></p>

<p>3. Write a glossary (name and meaning) of the key vocabulary</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>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?</p> <p>Baroque music: Aria – https://www.youtube.com/watch?v=bC7tByyXTXY</p> <p>Opera</p> <p>https://www.youtube.com/watch?v=Rg4L5tcxFcA&list=PLjoh8aveDiCWV2qERbxZhFewP_Og_sqj4T</p> <p>Oratorio -</p> <p>https://www.youtube.com/watch?v=LFBIJgkj-g</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>
---	--	--