

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Performing
- Listening
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Monteverdi and the Invention of Opera <i>Exploring the work of Baroque composer Claudio Monteverdi; creating their own opera-style recitative.</i></p> <p>LO: To understand the importance of Monteverdi in the history of opera.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe some features of Monteverdi's music. • I can define 'opera' and 'recitative'. • I can improvise a recitative. <p>Assessing progress and understanding Pupils with secure understanding indicated by: explaining who Monteverdi was; defining opera and recitative; contributing to the group improvisation task.</p> <p>Pupils working at greater depth indicated by: describing features of Monteverdi's music such as the difference between opera</p>	<p>Lesson 2 – Johann Pachelbel and the Canon <i>Exploring the influence of composer Johann Pachelbel; performing Pachelbel's Canon in D.</i></p> <p>LO: To read and play a canon from staff notation.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can define 'canon' in music. • I can identify notes on the staff notation and play them on my instrument. • I can use the pulse of the music to play in time with others. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to define a canon, and playing one or more parts from 'Canon in D' using letter names as a guide.</p> <p>Pupils working at greater depth indicated by: being able to play several parts from</p>	<p>Lesson 3 – Henry Purcell and the Ground Bass <i>Learning about 'ground bass' in Baroque music and composing their own repeating melodic patterns.</i></p> <p>LO: To demonstrate an understanding of Baroque music features when composing.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe why Henry Purcell was important in Baroque music. • I can explain what a ground bass is. • I can compose a ground bass melody on my instrument. • I can notate my ground bass so that someone else can play it. <p>Assessing progress and understanding Pupils with secure understanding indicated by: composing, notating in treble clef and performing a ground bass pattern.</p>	<p>Lesson 4 – J S Bach and the Fugue <i>Learning about the musical form of fugue and applying notation skills to learn to play Funky fugue.</i></p> <p>LO: To combine knowledge of staff notation and aural awareness to play a fugue.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain what a fugue is. • I can perform a fugue from staff notation. • I can listen carefully to play in time with others. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to define a fugue; playing the subject and counter subject from Funky fugue.</p> <p>Pupils working at greater depth indicated by: being able to independently work out and play part 1 of Funky fugue up to the</p>	<p>Lesson 5 – George Frideric Handel and the Oratorio <i>Learning about the Baroque composer George Frideric Handel and the musical form oratorio; performing 'Funky fugue'.</i></p> <p>LO: To apply their understanding of fugue structure when performing with others.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify similarities and differences between sections of the music <i>Funky fugue</i>. • I can use prior knowledge of melody and rhythm patterns to help read staff notation. • I can listen carefully to play in time with others. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to play Part 1 or Part 3 of <i>Funky fugue</i>, naming some key</p>

and recitative; acting out the meaning of the lyrics if they are performing.	'Canon in D' from staff notation without letter names.	Pupils working at greater depth indicated by: notating their ground bass pattern in the bass clef.	end of section C. Some children will be able to play part 2.	composers, musical forms and structures associated with the Baroque period. Pupils working at greater depth indicated by: being able to play Part 2 of <i>Funky fugue</i> , naming the key composers, musical forms and structures associated with the Baroque period.
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p> <p>Year 2</p> <p>Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p> <p>Year 3</p> <p>Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings)</p>		<p>Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p> <p>Year 4</p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p> <p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art)</p>	
<p>Future learning</p>	<p>Year 6</p> <p>Performing a Leavers’ Song</p>			
<p>Key vocabulary to be explicitly taught</p>	<p>Baroque; bass clef; bass instrument; canon; counter melody; counter-subject; fugue; ground bass; improvise; melodic ostinato; melody; musical structure; opera; ostinato part; pitch; polyphonic; oratorio; recitative; a round; rhythmic ostinato; sharp note; staff notation; subject; texture</p>			
<p>Cross-curricular links</p>	<p>History</p> <p>Learning about the time period of Baroque music (1600-1750).</p>			

<u>Enrichment</u>	Access BBC Bitesize and watch the videos of different Baroque performances: https://www.bbc.co.uk/bitesize/guides/zw3nrwx/revision/2
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday