

## **Music Department**

**Year: 10**

**Topic: Western classical tradition 1650–1910**

### **Learning Journey**

#### **Prior learning:**

*Students have learnt the key features of Coronation Anthems and Oratorios. They have also learnt the key features of the orchestral music of Mozart, Beethoven and Haydn. They have been introduced to a range of new scheme specific vocabulary that should be used to describe musical elements and have practiced recognizing these elements when listening to excerpts from these time periods. Students have learnt about the development of the orchestra and differences in instruments from the Baroque to Classical periods.*

<b>Learning sequence – topic title</b>							<b>Endpoint</b>
<b>Main learning steps</b>	Students will be given a brief introduction to the romantic period in music. They will learn about changes made to the orchestra at this time and the popularity of different instruments.	Continue to practise describing musical elements when listening.  Start by describing the elements heard in the piano music of Chopin and Schumann.	Move onto Requiems of the late romantic period.  We will explore the key features of this genre and compare/contrast this music with the piano music of Chopin and Schumann.	Learn to compare this music to earlier time periods – baroque and classical.  Students will develop a clear understanding of the key features of each time period and be able to identify these when	Analyse the musical elements in Mozart's Clarinet Concerto. They will look at the structure, texture, timbre (sonority) and tonality and be able to answer an exam style question about	Analyse the musical elements in Mozart's Clarinet Concerto. This time, they will focus on melody, tempo, metre and rhythm, dynamics and articulation and harmony.	Students can describe key features of Oratorios from the baroque period, Coronation Anthems from the baroque period, Orchestral music of Haydn, Mozart and Beethoven

				listening to excerpts from all three time periods.	these elements.		
<b>Assessment</b>						Students will complete an exam style assessment with a Section A and a Section B.  Section A will be a listening assessment where students answer an extended essay question about Mozart's Clarinet Concerto.	

***Where will we use these ideas again:***

The scheme specific vocabulary that is introduced will be used in every theory topic throughout the GCSE course. Students will also analyse three songs from Little Shop of Horrors for AOS 2. During this topic, they will have to write extended essay questions about each of the songs. These essays could ask them to discuss any of the 8 element groups covered in this topic - melody, harmony, tonality, structure, tempo rhythm and metre, dynamics and articulation and timbre (sonority). Students will need to know how to structure these answers so scaffolding used in this topic will be revisited in the next topic and every topic after that.