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**Knowledge Rich Curriculum Plan**

Year 7 Music / Form and Structure – The Elements of Music



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Lesson 1: Question and Answer** | A question and answer phrase is two short sections in a piece of music. The first question phrase is followed by the answer phrase which in some way copies the first, like a musical conversation.  They will identify Q and A phrases using popular pieces of music (Twinkle Twinkle and My Generation by The Who).  Students will know that the pitch of Twinkle Twinkle rises and falls (ascends and descends).  They will know that retrograde rhythms are rhythms played backwards.  They can compose and clap a question and answer phrase in pairs.  They can compose their own Q and A melodic phrases using staff notation and perform them on keyboard. | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. |  |
| **Lesson 2: Binary form** | Binary form AB describes music in two sections. The first section can be labelled A and the second section B. Either or both sections can be repeated. The B section contrasts musically in some way to the first A section.  Students will listen to Binary form music and know how to recognise differences in tempo, duration and texture when listening to Binary Form music.  Students will know how to recognise string instruments and the harpsichord when listening to music from the Baroque period and identify changes in tempo.  They will know how to compose a B section (using Ode To Joy as an A section) using the traditional western staff method, using the notes C, D, E, F and G. | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. |  |
| **Lesson 3: Ternary Form** | Ternary Form (ABA) describes music in three sections. The first section can be labelled ‘A’ and the second section ‘B’. The B section contrasts in some way to the first A section which is then repeated after the B section.  They will be able to play the melody of the song ‘Catch A Falling Star’ which is in Ternary form. They will recognise the differences in melody in the B section.  They will think about how they could make changes/add interest to their performance, perhaps adding a simple ostinato with their partner or left hand.  Some students will attempt to play an extended Ternary Form piece and with a partner or their left hand add a simpler, second part.  ‘Minuet and trio’ from Haydn’s symphony no 104 is in ternary form. They will know that there are differences in dynamics, timbre/sonority and texture between the ABA sections. | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. |  |
| **Lesson 4: Rondo Form** | Rondo form (ABACADA) describes music where a main theme or melody ‘A’ keeps returning between different contrasting sections ‘B,C,D’ called ‘episodes.  Using the piece ‘Recurring Rondos’ they will learn to play the A theme. Then they will improvise different sections or ‘episodes’ to fit between the A sections, starting and ending each episode section on Middle C.  They will become more familiar with the C major scale. | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music.  Episodes (B,C,D sections of a piece in rondo form.).  Improvisiation – making up melodies on the spot. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. |  |
| **Lesson 5: Form and structure written assessment** | Understanding of musical forms and structures will be recapped through a listening activity (teacher plays six simple pieces on piano and students have to identify each as Binary, ternary, or Rondo form. Students use coloured pencils/pens to identify A, B C D sections.  Students will be assessed on their understanding of Question and Answer, Binary, ternary and Rondo form in music 916 questions). | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. | Written assessment, 16 questions on musical form and structure. |
| **Lesson 6: Form and structure dictation.** | In a GCSE music listening exam, they might be required to ‘fill in the gaps’ in a melody by adding missing notes to a given staff melody. This is called ‘dictation’.  Students will know how to add missing notes to gaps in melody using staff notation.  4/4 and ¾ time signatures will be revisited, as will crotchets, quavers and minims.  They will know how to use pictorial clues to identify the form and structure of a piece of music and create their own visual images to represent Binary, Ternary and Rondo form. | Form/Structure – How a piece of music is organised into different sections or parts.  Phrase – A short section of music, like a ‘musical sentence’.  Melody/theme – the main tune of a piece of music.  Time signatures.  Dictation. | Most musical pieces and songs feature some kind of recognisable structure.  Music can be written using staff notation. They have already used staff notation and have a basic understanding of note lengths.  Students have prior understanding of the elements of music, keyboard skills and rhythm and pulse through previous three units. |  |