



Subject: Music

Module 2 RWS Orchestra

| Overarching Topic: | | | |
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| Why is this topic being studied at this time? | Investigating how different instruments look, feel and sound whilst inspiring the next generation of orchestral musicians, this exciting topic explores the symphony orchestra as a vehicle for <i>stories in sound</i> whilst also introducing students to composition and Music Technology. | | |
| How does it fit into the wider subject curriculum? | <p>Building on 'Pitch', 'Rhythm', 'Dynamics' and 'Tempo', knowledge of the musical 'Elements' develops to include 'Structure' and 'Timbre'; Listening & Music Literacy are continued through studying an important work for children in the classical canon, 'Peter and the Wolf' (Prokofiev); Music Technology is introduced to students through Garageband where they are tasked to expand the 'Peter and the Wolf' story by composing a short theme for a new character and recording it. The task of composing a short melody that reflects character offers the opportunity to explore programmatic narrative;</p> <p>Collaborative live composition is explored for part of the topic developing practical skills whilst and supporting students' expressive voices and imaginations. Collaborative composition engenders creativity, team work and higher-level thinking skills regardless of prior ability offering a broad opportunity for musicianship, leadership, team work and excellence away from the exercise book;</p> <p>Notation introduced in Topic 1 is continued reinforcing Music as a <i>practice</i> that develops over time;</p> <p>All students have the opportunity to try out orchestral instruments and hear a professional orchestra (evening trip).</p> | | |
| | Essential | Core | Ambitious |
| The Big Questions (What questions will students be able to answer upon mastery?) | What instruments are in the orchestra? Who composed 'Peter and the Wolf', when and why? What are 'Structure' and 'Timbre'? How does Garageband function? What do happy, sad, scary, gentle, playful, grumpy and aggressive <i>sound</i> like; can I identify the characters in 'Peter'? | What are the specific orchestral instruments and can I recognise them (aurally, visually)? What instruments are NOT in the orchestra? How is music Structured; how are the sections of a piece organised? Can I recognise, identify and compose musical <i>contrast</i> ? Why does my melody fit my character (major/minor)? How do I write about/describe a piece of Music? Can I write notes and symbols? | What elements can I explore to create contrast? How can a riff or ostinato be employed in a composition? What are 'texture' & 'tonality'? How do you lead/conduct a group of players? Can I use advanced functions in a DAW to enhance my project? Can I notate my character's theme? Was the composition/theme <i>effective</i> and why? Why are key words and Italian terms vital when writing about music? |

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| The Key Skills/ Techniques | The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge | |
| | Skill/Technique | How will this skill be developed? |
| | Listening and Music literacy | Weekly exercises and study of extracts from 'Peter and the Wolf'. Aural identification (instruments) via listening extracts and instruments in class. Practice sentences, low stakes quiz questions; scaffolds, re-order, fill the gaps, multiple choice |
| | Composing | Paired 'Peter and the Wolf' character project in Garageband focusing on creating an effective short theme exploring the elements. Group composition using percussion in response to a stimulus develops awareness of using and combining the musical elements effectively. |
| Performance | Reading notation is continued by drawing notation. Ensemble skills are introduced or developed by students performing their compositions at the end of a few weeks preparation. | |
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