****

**Knowledge Rich Curriculum Plan**

Year 7 Music / Sonority City



| **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**  |
| --- | --- | --- | --- | --- |
| **Lesson 1: Terms and facts about the orchestra/The Layout of the orchestra/Strings** | An Introduction to the orchestra* An orchestra is a type of ENSEMBLE. *A group of musicians/singers who play music together.*
* The four families of the orchestra are *Strings, woodwind, brass and percussion.*
* The five main instruments that form the string section of the orchestra are *Violin, Viola, cello, double bass, harp*.
* The layout of the orchestra is as follows; *Strings at the front, woodwind in the centre behind strings, brass behind woodwind, percussion at the back.*

The orchestra – A large ensemble (group of musicians) of performers on various musical instruments who play music together. They will learn the names of two famous orchestras and three famous conductors. The role of the conductor, the names of the families of the orchestra. They will revisit the word sonority and learn a variety of words to describe the timbre of different instruments. The orchestra tune up to an A note from the oboe before a concert. The layout of the orchestra will be studied and 2/4, ¾ and 4/4 time signatures will be revisited and conducted. Students will begin to examine the string section of the orchestra.  | Orchestra, ensemble, conductor, sonority, families, timbre, tune, time signature, string section.  | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string family.  | Four retrieval questions to be set for homework in preparation for next weeks retrieval task.  |
| **Lesson 2: Strings/cont.** | The String Family* There are many words that might be used to describe the sonority/timbre of a violin (e.g singing, bright, metallic, vibrant, shrill, brilliant, solemn, dark, rough, wafting, soft, sweet).
* The time signature of The Swan from Carnival of the Animals by the French composer Saint Saens is ¾ (three beats per bar).
* The key signature of The Swan is G Major. This tells us that each time an F note appears in the music it is played as an F Sharp.
* The two instruments that perform The Swan are Piano and cello.

Students will learn about the string section, the role of second and 1st violins, number of strings per instrument, Pizzicato and Arco (violin etc), Glissando and plucking (harp). | Orchestra, ensemble, conductor, sonority, families, timbre, tune, time signature, string section. | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string family. | Retrieval task 1Four retrieval questions to be set for homework in preparation for next weeks retrieval task. |
| **Lesson 3: Woodwind**  | The Woodwind Family* Name nine woodwind instruments (*Piccolo, flute, oboe, cor anglais, clarinet, bass clarinet, bassoon, double bassoon, saxophone).*
* Name one single reed instrument, one double reed instrument and one non reed instrument. *Single reed=clarinet, bass clarinet, saxophone Double reed = oboe, cor anglais, bassoon, double bassoon non reed = flute, piccolo*
* The woodwind family sit in the centre of the orchestra (Dynamics/*Woodwind instruments often have solo parts to play).*
* Students will be able to describe the way a woodwind instrument works (*Hollow tube, blown, keys alter the pitch of notes).*

Students will understand the role of the woodwind section, describe how a woodwind instrument is played/makes a sound. They will describe the sonority of woodwind instruments and listen to music that features woodwind instruments. (Gabriel’s Oboe, Morricone) | Orchestra, ensemble, conductor, sonority, families, timbre, tune, time signature, string section, woodwind, mouthpiece, reed, double reed, keys, pitch. | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string family. | Retrieval task 2Four retrieval questions to be set for homework in preparation for next weeks retrieval task. |
| **Lesson 4: Brass family** | The Brass Family* Know the names of all of the brass family instruments. Understand that they each play at a different pitch, some higher, some lower.
* Brass instruments developed valves in the 18th century and this enabled them to sound notes of the chromatic scale. They will learn about the harmonic series.
* They will be able to use specific words to describe the sonority of brass instruments.
* The trombone does not have valves but a slide mechanism that controls pitch change.

Students will listen to brass music and identify solo brass instruments with and without orchestral accompaniment. They will answer questions about the brass section after a detailed introduction and demonstration on brass instruments by teacher.  | Orchestra, ensemble, conductor, sonority, families, timbre, tune, time signature, string section, woodwind, mouthpiece, reed, double reed, keys, pitch, brass, valve, slide, chromatic, harmonic series.  | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string/woodwind family. | Retrieval task 3 |
| **Lesson 5: Percussion family** | The Percussion Family* There is an important difference between tuned percussion and untuned percussion instruments.
* They will be able to name three tuned percussion instruments and three untuned percussion instruments.
* They will be able to list four ways that percussion instruments can be played.
* They will know that the piano is considered to be a percussion instrument and not a string instrument and why.
* There are many ways to play a percussion instrument (unlike brass, woodwind and percussion instruments).

Students will learn about the percussion family of the orchestra, identifying instruments of this section using pictures and audio recordings (accompanied and unaccompanied). They will consolidate their understanding by listening to three pieces for orchestra and name the percussion instruments that they hear.  | Orchestra, ensemble, conductor, sonority, families, timbre, tune, time signature, string section, woodwind, mouthpiece, reed, double reed, keys, pitch, brass, valve, slide, chromatic, harmonic series, percussion, pitched/tuned, piano | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string/woodwind/brass/percussion family. |  |
| **Lesson 6: Written Assessment** | Final Lesson – Sonority City Assessment* Students will complete a written assessment titled Sonority City- Asssessment.
* Students will practice playing some simple fanfares (all based on the harmonic series) using the brass timbre on the keyboard.
 |  | Units 1, 2, 3 and 4Students have learned about time signatures, the four families of the orchestra have been previously studied, the role of the conductor has been explained. Students will be building on this knowledge and learning in more detail about the orchestra as an ensemble and the string/woodwind/brass/percussion family. | / |