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**Knowledge Rich Curriculum Plan**

Yr 11 GCSE Music AoS 1 Specialist Listening Focus – Mozart Clarinet Concerto in A



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this student, need to already know that…* | **Assessment** |
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| **AoS 1 Specialist Listening Focus – Overview** | Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart and the clarinet)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by discussing Wolfgang Amadeus Mozart and his significance in classical music. Ask students if they have heard of Mozart or the clarinet concerto before.  Introduce the piece - Mozart's Clarinet Concerto in A Major, K. 622 - as one of his most renowned works.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the clarinet concerto (late 18th century).  Explain the significance of the clarinet as a relatively new instrument at the time and its role in this concerto.  Listening Activity:  5. Play an audio recording of an excerpt from Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes on key musical elements, including melody, harmony, rhythm, instrumentation, and dynamics.  Discuss the mood and character of the music.  Musical Analysis:  8. Analyse the structure of the concerto, including the three movements: Allegro, Adagio, and Rondo.  Discuss the characteristics of each movement and how they contribute to the overall composition.  Examine the role of the clarinet as the solo instrument and how it interacts with the orchestra.  Clarinet and Instrumentation:  11. Provide information about the clarinet as an instrument, its range, and unique qualities.  Discuss the role of other instruments in the concerto, highlighting the orchestra's role in supporting the clarinet.  Discussion and Reflection:  13. Engage the students in a discussion about what they found most interesting in the music and how it reflects the time and composer's style.  Encourage students to share their thoughts and ask open-ended questions to stimulate critical thinking.  Conclusion:  15. Summarize the key points of the lesson and emphasize the importance of understanding musical context and elements for the GCSE Music specialist listening component.  Encourage students to explore more of Mozart's works and the classical music era.  Assessment: You can assess students' understanding through class discussions, their notes, and their ability to identify key musical elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts such as notes, rhythms, key signatures, scales, and chords.  Instrument Familiarity: Familiarity with a variety of musical instruments and their roles in an ensemble or orchestra.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre.  Music History: A basic understanding of different musical eras, styles, and genres, including the 20th-century musical theatre tradition.  Notation: The ability to read and interpret musical notation, including sheet music and lead sheets.  Vocal and Instrumental Techniques: Basic knowledge of vocal and instrumental techniques, which are often featured in musical theatre performances.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements that are commonly found in musical theatre songs.  Contextual Understanding: An awareness of how music relates to storytelling and how songs can advance a narrative within a musical.  Musical Terminology: Familiarity with musical terms such as crescendo, diminuendo, staccato, legato, allegro, and adagio.  Analysis Skills: The ability to critically analyse and interpret music, identifying thematic elements and their role in conveying emotions and messages.  Research Skills: The capacity to conduct research on the composer, the musical itself, and the historical and cultural context in which it was created.  Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances.  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes, and their ability to identify key musical elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Melody** | Exploring Melody in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the melodic elements in Mozart's Clarinet Concerto, their structure, and their significance in the composition.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart and the clarinet)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the melodic elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the role of the clarinet and its capabilities as a melodic instrument.  Listening Activity - Melodic Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the melody.  Discuss the characteristics of the melody, including its shape, contour, and expressive qualities.  Melody Structure:  8. Analyse the structure of the melody, identifying phrases, motives, and any recurring themes.  Discuss how Mozart develops and varies the melodic material throughout the concerto.  Melody and Emotion:  10. Explore how melody is used to convey emotions and moods within the concerto.  Discuss how changes in melody can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of melody in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the melodic elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of melodic elements in music.  Encourage students to continue exploring Mozart's works and pay attention to melodies in other pieces.  Assessment: You can assess students' understanding through class discussions, their notes on melodic analysis, and their ability to identify key melodic elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on melodic analysis, and their ability to identify key melodic elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Harmony** | Exploring Harmony in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the harmonic elements in Mozart's Clarinet Concerto, their structure, and their significance in the composition.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart and the clarinet)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the harmonic elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the role of the clarinet and its unique qualities, including its interaction with the harmony.  Listening Activity - Harmonic Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the harmony.  Discuss the harmonic progressions, chords, and overall harmonic language used in the concerto.  Harmony Structure:  8. Analyse the structure of the harmony, identifying key tonalities, modulations, and harmonic patterns.  Discuss how Mozart develops and manipulates the harmony throughout the concerto.  Harmony and Emotion:  10. Explore how harmony is used to convey emotions and moods within the concerto.  Discuss how changes in harmony can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of harmony in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the harmonic elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of harmonic elements in music.  Encourage students to continue exploring Mozart's works and pay attention to harmony in other pieces.  Assessment: You can assess students' understanding through class discussions, their notes on harmonic analysis, and their ability to identify key harmonic elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on harmonic analysis, and their ability to identify key harmonic elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Tonality** | Exploring Tonality in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the tonal elements in Mozart's Clarinet Concerto, their role in the composition, and how they contribute to the overall musical experience.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart and the clarinet)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the tonal elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the evolution of tonality in the classical period and the role of the clarinet in this context.  Listening Activity - Tonal Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the tonal characteristics and tonal shifts.  Discuss the tonal centres, key changes, and their impact on the composition.  Tonal Structure:  8. Analyse the overall tonal structure of the concerto, identifying key tonalities and tonal relationships.  Discuss how Mozart's use of tonality contributes to the structure of the three movements.  Tonal Expressiveness:  10. Explore how tonality is used to convey emotions and moods within the concerto.  Discuss how changes in tonality can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of tonality in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the tonal elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of tonal elements in music.  Encourage students to continue exploring Mozart's works and the role of tonality in other pieces.  Assessment: You can assess students' understanding through class discussions, their notes on tonal analysis, and their ability to identify key tonal elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on tonal analysis, and their ability to identify key tonal elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Structure** | Exploring Structure in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the structural elements in Mozart's Clarinet Concerto, how the composition is organized, and its impact on the overall musical experience.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart and the clarinet)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the structural elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the classical concerto form and its role in the era's music.  Listening Activity - Structural Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the structure and formal organization.  Discuss the major sections, key changes, and the role of the solo clarinet and the orchestra.  Formal Structure:  8. Analyse the overall formal structure of the concerto, including the three movements: Allegro, Adagio, and Rondo.  Discuss the characteristics of each movement and how they contribute to the overall composition.  Structural Significance:  10. Explore how the structure is used to convey emotions and moods within the concerto.  Discuss how Mozart's careful organization impacts the listener's experience.  Discussion and Reflection:  12. Engage the students in a discussion about the role of structure in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the structural elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of structural elements in music.  Encourage students to continue exploring Mozart's works and the role of structure in other compositions.  Assessment: You can assess students' understanding through class discussions, their notes on structural analysis, and their ability to identify key structural elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on structural analysis, and their ability to identify key structural elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Sonority** | Exploring Sonority in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the sonority and timbral elements in Mozart's Clarinet Concerto, how these elements contribute to the composition's character, and their significance in the overall musical experience.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart, the clarinet, and the orchestra)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the sonority and timbral elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the role of the clarinet as a relatively new instrument at the time and its unique timbral qualities.  Listening Activity - Sonority Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the timbral elements, including the clarinet's sound and its interaction with the orchestra.  Discuss the sonorities, timbres, and the distinctive qualities of the concerto's sonic palette.  Timbral Characteristics:  8. Analyse the overall timbral characteristics of the concerto, including the interplay between the solo clarinet and the orchestra.  Discuss how Mozart's choice of instruments and orchestration affects the overall sonority.  Timbral Expression:  10. Explore how sonority is used to convey emotions and moods within the concerto.  Discuss how changes in timbre and instrumental combinations can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of sonority in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the timbral elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of sonority and timbral elements in music.  Encourage students to continue exploring Mozart's works and the role of sonority in other compositions.  Assessment: You can assess students' understanding through class discussions, their notes on sonority analysis, and their ability to identify key timbral elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on sonority analysis, and their ability to identify key timbral elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Texture** | Exploring Texture in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the textural elements in Mozart's Clarinet Concerto, their role in the composition, and how they contribute to the overall musical experience.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart, the clarinet, and the orchestra)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the textural elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the classical concerto form and the role of texture in creating balanced musical compositions.  Listening Activity - Textural Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the texture, including the interplay between the solo clarinet and the orchestra.  Discuss the textural elements, such as homophony, polyphony, and the role of the soloist.  Textural Characteristics:  8. Analyse the overall textural characteristics of the concerto, discussing moments of solo virtuosity and orchestral accompaniment.  Highlight how Mozart's choice of texture affects the overall musical experience.  Textural Expression:  10. Explore how texture is used to convey emotions and moods within the concerto.  Discuss how shifts in texture can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of texture in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the textural elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of textural elements in music.  Encourage students to continue exploring Mozart's works and the role of texture in other compositions.  Assessment: You can assess students' understanding through class discussions, their notes on textural analysis, and their ability to identify key textural elements in the concerto. | Please see vocabulary list for AoS 1 Specialist Listening Focus below | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on textural analysis, and their ability to identify key textural elements in the concerto. |
| **AoS 1 Specialist Listening Focus – Dynamics** | Exploring Dynamics in Mozart's Clarinet Concerto - A Specialist Listening Focus  Objective: By the end of this lesson, students will have a deeper understanding of the dynamic elements in Mozart's Clarinet Concerto, their role in the composition, and how they contribute to the overall musical experience.  Materials:  Audio recording of Mozart's Clarinet Concerto  Visual aids (images of Mozart, the clarinet, and the orchestra)  Whiteboard and markers  Handouts with key information  Writing materials for students  Introduction:  Begin by briefly introducing Wolfgang Amadeus Mozart and his significance in classical music.  Explain that this lesson will focus on the dynamic elements within Mozart's Clarinet Concerto and their importance.  Historical Context:  3. Provide a brief overview of the historical and cultural context in which Mozart composed the concerto (late 18th century).  Discuss the evolution of dynamics in classical music and their role in creating expressive and dramatic effects.  Listening Activity - Dynamic Analysis:  5. Play an audio recording of a portion of Mozart's Clarinet Concerto.  Encourage students to actively listen and take notes specifically about the dynamics, including changes in volume and intensity.  Discuss the dynamic markings, crescendos, decrescendos, and their impact on the music's expressiveness.  Dynamic Characteristics:  8. Analyse the overall dynamic characteristics of the concerto, discussing moments of contrast and dramatic shifts.  Highlight how Mozart's use of dynamics affects the overall musical experience and the listener's emotional response.  Dynamic Expression:  10. Explore how dynamics are used to convey emotions and moods within the concerto.  Discuss how changes in dynamics can evoke different feelings in the listener.  Discussion and Reflection:  12. Engage the students in a discussion about the role of dynamics in music, especially in the context of Mozart's Clarinet Concerto.  Encourage students to share their thoughts and insights regarding the dynamic elements they observed.  Conclusion:  14. Summarize the key points of the lesson, emphasizing the significance of dynamic elements in music.  Encourage students to continue exploring Mozart's works and the role of dynamics in other compositions.  Assessment: You can assess students' understanding through class discussions, their notes on dynamic analysis, and their ability to identify key dynamic elements in the concerto. |  | Basic Music Theory: Students should have a fundamental understanding of music theory concepts, including notes, rhythms, key signatures, scales, and chords.  Musical Notation: Familiarity with reading and interpreting musical notation, as the song's sheet music may be provided for analysis.  Vocal Techniques: Basic knowledge of vocal techniques and terminology, as "Prologue/Little Shop" may include vocal elements that need to be analysed.  Listening Skills: The ability to actively listen to and analyse music, identifying key musical elements like melody, harmony, rhythm, dynamics, and timbre, which are essential for understanding the song's components.  Song Structure: Understanding the structure of songs, including verses, choruses, bridges, and any unique elements commonly found in musical theatre songs. This is particularly relevant for dissecting the structure of "Prologue/Little Shop."  Musical Context: Knowledge of musical theatre conventions and how songs are used to convey character development, advance the plot, and set the mood in a musical.  Musical Analysis: The ability to analyse musical elements in depth, discussing how they contribute to the song's overall effect and the narrative of the musical.  Lyric Analysis: Skills in analysing lyrics, including understanding poetic devices, themes, and their connection to the characters and plot.  Research Skills: The capacity to conduct research on the musical, its composer, lyricist, and historical and cultural context.  Critical Listening and Feedback: Practicing active listening and providing constructive feedback on musical performances and compositions.  Musical Terminology: Familiarity with musical terms and concepts relevant to musical theatre, such as crescendo, diminuendo, legato, and allegro, which may be encountered in "Prologue/Little Shop."  Essay and Report Writing Skills: The ability to articulate and convey musical analysis in written form. | Assess students' understanding through class discussions, their notes on dynamic analysis, and their ability to identify key dynamic elements in the concerto. |

Vocabulary

Concerto: A musical composition typically written for a solo instrument or a group of instruments accompanied by an orchestra.

Allegro: A tempo marking indicating a fast and lively speed.

Adagio: A tempo marking indicating a slow and expressive speed.

Rondo: A musical form with a recurring main theme (A) that alternates with other contrasting themes (B, C, etc.).

Soloist: The instrumentalist or vocalist who performs the solo part in a concerto.

Orchestra: A large ensemble of musicians who play various instruments, accompanying the soloist.

Clarinet: A woodwind instrument with a single-reed mouthpiece, known for its warm and expressive tone.

Cadence: A series of chords that concludes a musical phrase or section.

Key Signature: The sharps or flats placed at the beginning of a piece to indicate the key in which it is written.

Sonata-Allegro Form: A common structure for the first movement of many classical compositions, consisting of exposition, development, and recapitulation.

Exposition: The initial section of a sonata-allegro movement where the main themes are presented.

Development: The section of a sonata-allegro movement where themes are developed and transformed.

Recapitulation: The final section of a sonata-allegro movement, where the main themes are restated in the home key.

Cadenza: A virtuosic, improvised, or composed solo passage often found in a concerto, typically occurring near the end of a movement.

Tonal Centre: The central pitch or key around which a piece of music revolves.

Melody: A sequence of single pitches that form a musical line or theme.

Harmony: The combination of different musical notes played or sung at the same time to create a pleasing sound.

Dynamics: Symbols indicating variations in volume, such as piano (soft), forte (loud), crescendo (gradually getting louder), and decrescendo (gradually getting softer).

Timbre: The unique tone or quality of a musical instrument or voice.

Counterpoint: The combination of two or more melodic lines to create harmonically rich music.

Theme: A recurring musical idea or motif in a composition.

Motive: A short, recurring musical idea or pattern that may develop into a larger theme.

Ritardando (rit.): A gradual slowing of tempo.

Tutti: A section of a piece in which all instruments or voices play together, often in contrast to a solo or smaller ensemble.

Dotted Rhythm: A rhythm in which a longer note is followed by a shorter note, typically denoted by a dot placed after the note.

Syncopation: Accenting a weak beat or an offbeat, creating rhythmic tension.

Legato: A smooth and connected style of playing or singing.

Staccato: A detached and short style of playing or singing.

Woodwind: A family of musical instruments that produce sound by blowing air across a reed (clarinet) or through a mouthpiece (flute).

Phrasing: Shaping musical phrases through dynamics, articulation, and expression to convey a sense of continuity and structure.