



Performing Arts @Budmouth

Music: Scheme of Work

Unit Title: Musical Building Brick

Year 7

Summer Term

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| General Topic | Exploring the Elements of Music through graphic scores. |
| Scheme of Work Overview | <p>Musical Building Bricks is an adaptation of the Musical Contexts unit of work which can be used during Year 7. It allows pupils the opportunity to engage in active music making and teachers to “further assess” pupil’s prior skills, knowledge and understanding in terms of performing, composing, listening and evaluating and responding.</p> <p>Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop pupil’s understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p>After a common two introductory lessons where pupils are introduced to the Elements of Music and Graphic Scores, there is an opportunity for composing and evaluating assessment in response to either Britten’s “Four Sea Interludes” from ‘Peter Grimes’ or Mussorgsky’s “Pictures at an Exhibition”. The final lesson is an opportunity for performing assessments to take place.</p> |
| Unit Learning Objectives | <ul style="list-style-type: none"> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from different times and different places. |
| Key Words, Concepts & Musical Knowledge | Pitch, Tempo, Dynamics (<i>pp, p, mp, mf, f, ff, cresc., dim., <, ></i>), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score |
| Musical Theory | <ul style="list-style-type: none"> Italian terms relating to Tempo: (<i>Allegro, Vivace, Presto, Andante, Adagio, Lento, Accelerando (accel.), Ritardando (rit.), Rallentando (rall.)</i>) Italian terms and musical symbols relating to Dynamics and Gradations of Dynamics: (<i>Fortissimo (ff), Forte (f), Mezzo Forte (mf), Mezzo Piano (mp), Piano (p), Pianissimo (pp), Crescendo (cresc.), Diminuendo (dim.)</i>) Italian terms and musical symbols relating to Articulation: (<i>Legato – slur; Staccato – dot</i>) |
| Links to GCSE Music | <ul style="list-style-type: none"> This unit provides and underpinning musical vocabulary covering the Elements of Music which can be extended at GCSE level. |

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| IB MYP | <p>Key Concept: Communication</p> <p>Related Concepts: Interpretation/Genre</p> <p>Global Context: Personal and Cultural Expression</p> <p>Statement of Inquiry: <i>Knowledge of how the Elements of Music have been <u>communicated</u> and <u>interpreted</u> by musicians leads to the many and varied <u>genres</u> of global music showing differences in <u>personal and cultural expression</u>.</i></p> <p>Factual Inquiry Questions:</p> <ul style="list-style-type: none">• What are the Elements of Music?• What Elements of Music allow us to communicate across various cultures?• What different stimuli do composers use when creating and composing music? <p>Conceptual Inquiry Questions:</p> <ul style="list-style-type: none">• How does knowledge of the Elements of Music allow us to communicate more effectively?• How is music created? <p>Debatable Inquiry Questions:</p> <ul style="list-style-type: none">• What is music?• To what extent is music a universal language? | |
| Expectations & Learning Outcomes | | |
| <p>All Pupils will (working towards):</p> <ul style="list-style-type: none">• Identify some of the more ‘basic’ Elements of Music – <i>e.g. pitch, tempo, dynamics, silence and duration</i> when listening to and appraising a wide range of music.• Create and perform simple musical demonstrations, following advice, guidance or with support, illustrating one of the Elements of Music.• Use a basic musical vocabulary to describe dynamics (<i>e.g. loud, soft, getting louder, getting softer</i>) and tempo (<i>e.g. slow, fast, getting slower, getting faster</i>).• Follow and perform a graphic score as part of a group.• Create a piece of descriptive music with some awareness of how the Elements of Music are used to create an intended effect.• Demonstrating a reasonable degree of accuracy in terms of pitch and duration and with some correct fingering. | <p>Most Pupils will: (working at):</p> <ul style="list-style-type: none">• Identify further Elements of Music <i>e.g. Texture, Timbre, Sonority, Articulation</i> when listening to & appraising a wide range of music.• Create and perform effective musical demonstrations illustrating one of the Elements of Music.• Use correct Italian musical terms and musical symbols when describing dynamics (<i>e.g. pp, p, mp, mf, f, ff</i>) and some basic Italian terms used to describe tempo (<i>Adagio, Andante, Allegro, Presto</i>).• Accurately follow & realise a graphic score understanding the relationship of symbol to sound.• Create an effective piece of descriptive music showing clear awareness of how the Elements of Music have been used to create musical contrasts & create a simple graphic score to reflect their composition.• Use an appropriate sound/voice/ timbre sonority for a mostly well-rehearsed and accurate performance | <p>Some Pupils will: (working beyond):</p> <ul style="list-style-type: none">• Use detailed & more advanced musical vocabulary when describing Timbre and Sonority and words relating to Articulation• Use correct Italian musical terms and musical symbols when describing gradations of dynamics (<i>e.g. crescendo (cresc.) < , diminuendo (dim.) > </i> and tempo (<i>e.g. accelerando (accel.), rallentando (rall.), ritardando (rit.)</i>)• Describe how composers have manipulated the Elements of Music to create an intended effect in a variety of music from different times and places• Create refined and well rehearsed pieces of descriptive music which shows how the Elements of Music can be manipulated, adapted and refined to achieve an intended effect, complete with an accurate graphic score.• Demonstrating a good understanding of pitch, duration, dynamics and articulation through a well rehearsed and accurate performance. |

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| Language for Learning/Glossary | <p><i>Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:</i></p> <p>Sounds:</p> <p>PITCH – The highness or lowness of a sound (high/low; getting higher/getting lower, step/leap (conjunct/disjunct))</p> <p>TEMPO – The speed of a sound or piece of music (fast (<i>Allegro, Vivace, Presto</i>)/slow (<i>Andante, Adagio, Lento</i>); getting faster (<i>Accelerando (accel.)</i>) /getting slower (<i>Ritardando (rit.)</i> or <i>Rallentando (Rall.)</i>)</p> <p>DYNAMICS – The volume of a sound or piece of music – (loud (<i>fortissimo (ff)</i>, <i>forte (f)</i>, <i>mezzo forte (mf)</i>)/ soft (<i>mezzo piano (mp)</i>, <i>piano (p)</i>, <i>pianissimo (pp)</i>)/ getting louder (<i>crescendo (cresc.)</i>)/ getting softer (<i>diminuendo (dim.)</i>)</p> <p>DURATION – The length of a sound – (long/short)</p> <p>TEXTURE – How much sound we hear (thick/thin, layered, dense, sparse, solo)</p> <p>TIMBRE or SONORITY – Each instruments own unique “tone quality”</p> <p>ARTICULATION – How individual notes or sounds are played e.g. <i>legato (smooth)</i>, <i>staccato (spikily, detached)</i></p> <p>SILENCE – The opposite or absence of sound, no sound.</p> <p>• Processes: NOTATION – How music is written down. There are many ways in which music can be written down and recorded. Pupils should be familiar with STAFF NOTATION where music is written down on a STAVE (5 lines and spaces) and GRAPHIC NOTATION where music is written down using shapes and symbols to represent different sounds.</p> <p>• Context e.g. <i>how the elements of music can be used and manipulated to create different effects.</i> • Speaking and listening – through activities pupils could: <i>discuss and question what they are learning and how it is relevant in other contexts or when using different variables; discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.</i></p> |
| Future Learning | <p><i>Pupils could go on to:</i></p> <ul style="list-style-type: none"> • Produce a poster (using ICT) to describe one of the elements of music to help a Year 6 student • Create .wav files of their compositions based on artistic stimuli and present images with sound as a computer-based slide show of their own art and music work. This could • become an online exhibition as part of the school website. • Research the views of various art works that correlate to the titles of Mussorgsky’s movements in his ‘Pictures at an Exhibition’ such as <i>gardens, trumpets, promenades, castles, witches, gnomes etc.</i> |
| Enrichment | <p><i>Learning could be enriched through:</i></p> <ul style="list-style-type: none"> • Inviting instrumental teachers into the classroom to discuss the timbres of different orchestral instruments. • Watching live performances of Mussorgsky’s “Pictures at an Exhibition” • Pupils using their own artwork that they have created, in or out of school, as a starting point for composing, including pictures they may have created or taken. |

Lesson By Lesson Guide

Unit 3 Musical Building Bricks

| Task Introduction to Standard Notation | Differentiated Learning Objective | Assessment Opportunities | Resources |
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| <p>Lesson 1: Musical Elements</p> <p>Introduce the musical elements one at a time</p> <ul style="list-style-type: none"> • Pitch • Tempo • Dynamics • Duration • Texture • Sonority • Articulation • Silence <p>Student complete the table in their books - writing a definition of each element and giving examples</p> | <p>All students will be able to</p> <ul style="list-style-type: none"> • Identify some of the more 'basic' Elements of Music – <i>e.g. pitch, tempo, dynamics, silence and duration</i> when listening to and appraising a wide range of music. • Create and perform simple musical demonstrations, following advice, guidance or with support, illustrating one of the Elements of Music. • Use a basic musical vocabulary to describe dynamics and tempo • Follow and perform a graphic score as part of a group. • Create a piece of descriptive music with some awareness of how the Elements of Music are used to create an intended effect. • Demonstrating a reasonable degree of accuracy in terms of pitch and duration and with some correct fingering. | <p>Students will be able to give answers to questions.</p> <p>Students have 'mini' tests to show their understanding of notation.</p> <p>Students' completion of definition tables will show how well they have understood the elements.</p> | <p>Google slides presentation</p> <p>Student booklets</p> <p>Writing equipment</p> <p>You tube</p> |
| <p>Lesson 2:</p> <p>Introducing graphic scores. Use a you tube clip https://www.youtube.com/watch?v=ZsbcBVCWFjc for the students to label the instruments and describe what is happening.</p> <p>Use the google slides presentation to show students the many different ways of creating a graphic score to help inspire what they create.</p> | <p>Most Pupils will: (working at):</p> <ul style="list-style-type: none"> • Identify further Elements of Music: <i>Texture, Timbre, Sonority, Articulation</i> when listening to & appraising a wide range of music. • Create and perform effective musical demonstrations illustrating one of the | <p>Student feedback and answers to questions about the graphic scores will show understanding of the topic.</p> | <p>Google slides presentation</p> <p>Student booklets</p> <p>Writing equipment</p> <p>You tube</p> |

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| Students are given time to draw an image of the given descriptions which could then be used in their compositions. | <p>Elements of Music.</p> <ul style="list-style-type: none"> • Use correct Italian musical terms and musical symbols when describing dynamics and some basic Italian terms used to describe tempo • Accurately follow & realise a graphic score understanding the relationship of symbol to sound. • Create an effective piece of descriptive music showing clear awareness of how the Elements of Music have been used to create musical contrasts & create a simple graphic score to reflect their composition. • Use an appropriate sound/voice/ timbre sonority for a mostly well-rehearsed and accurate performance | | |
| <p>Lesson 3:</p> <p>Sonority Focus. Looking at the instruments of the orchestra. How do the different sounds change the feeling of what they play?</p> <p>Students work in groups, choose a picture and create shapes for their compositions. They will need to name the instruments and give descriptions of what they will play.</p> | | <p>Question and answers.</p> <p>Creation of images and their own descriptions will show the understanding of how they will interpret shapes within the musical elements.</p> | <p>Google slides presentation</p> <p>Student booklets</p> <p>Writing equipment</p> <p>You tube</p> <p>Keyboards</p> <p>Instruments of the orchestra</p> |
| <p>Lesson 4 & 5:</p> <p>Students work in their groups to create their graphic scores.</p> <p>Rehearsals take place.</p> <p>Adaptations to work can occur. .</p> | <p>Some Pupils will: (working beyond):</p> <ul style="list-style-type: none"> • Use detailed & more advanced musical vocabulary when describing Timbre and Sonority and words relating to Articulation • Use correct Italian musical terms and musical symbols when describing gradations of dynamics • Describe how composers have manipulated the Elements of Music to create an intended effect in a variety of music from different times and places • Create refined and well rehearsed pieces of descriptive music which shows how the Elements of Music can be manipulated, adapted and refined to achieve an intended effect, complete with an accurate graphic score. • Demonstrating a good understanding of pitch, duration, dynamics and | <p>Group work - peer learning</p> <p>1-1 group support to be given.</p> <p>Sharing of ideas with the class at the end.</p> | <p>Google slides presentation</p> <p>Student booklets</p> <p>Writing equipment</p> <p>Keyboards</p> <p>Percussion instruments</p> <p>Students own instruments</p> <p>You tube</p> |
| <p>Lesson 6: Assessment focus.</p> <p>Students have time to rehearse.</p> <p>Assessments can be in front of class with the graphic score displayed on the board via the visualizer or 1-1 with staff.</p> | | <p>Assessments will include watching and listening to the performance and seeing how they have involved each member of the group and the roles they are playing.</p> | <p>Google slides presentation</p> <p>Student booklets</p> <p>Writing equipment</p> <p>Keyboards</p> <p>Percussion instruments</p> <p>Students own instruments</p> |

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| Extension task required is 1-1 for ater assessments. | articulation through a well rehearsed and accurate performance. | The graphic score will be observed to see how they have communicated their musical ideas on paper. | You tube |
| Lesson 7 (if a longer term) Continuation of assessments if not finished from the previous lesson - extension tasks will be needed. Feedback: Students to write-up their feedback to the assessment pages of their booklets Review of topic - WWW and EBI Performing another group's graphic score!! | | As above (Lesson 6) if assessments are ongoing. Sharing of their thoughts Observations of how others interpret scores given to them. | Google slides presentation Student booklets Writing equipment Keyboards Percussion instruments Students own instruments |