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| **Subject: Music** | **Course/Year group: 7** | **Topic: Programme Music (Introduction to the orchestra)** |

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| **Overview**This unit develops pupils’ understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres of different orchestral instruments using Benjamin Britten’s *“Young Person’s Guide to the Orchestra”* to enhance their learning. Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbres. This unit is brought to life by pupil’s experiencing actual orchestral instruments (where possible) and pupils join together to play a class orchestra piece to gain an understanding of what it’s like to perform as part of a larger group and the role of individual parts to the overall texture of the music. ***Element Focus - Pitch, Texture, Timbre & Dynamics and Melody & Harmony*** |

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| Literacy Focus**Writing**Self and peer assessment of performances. Writing exercise to provide feedback and suggested areas for improvement on student performances. **Reading**Understand and comprehension of student APP tracker in relation to practical activities.  **Speaking & Listening**Providing verbal feedback during rehearsals to other students within the group and after whole group performances to the class.Listening skills are tested through musical listening analysis of pre-recorded material. | Numeracy Focus**Number**Use of fractions to decode rhythmic notation. e.g. crotchet = quarter note, quaver = eighth note. Time signatures to help students understand how many beats are in a bar. **Shape and Space**Use of notated score to suggest tempo, dynamic and rhythmic pulse.  | Habits of Mind Focus (delete as appropriate and add brief details)**Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques**Imaginative -** Using intuition, Making connections, Playing with possibilities |

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| Key Concepts and Processes | Expectations and Assessment Objectives | Cross-curricular and inter-disciplinary links |
| National Curriculum points met in this unit:**Integration of practice:** 1.1a, 1.1b**Cultural Understanding:** 1.2a**Critical Understanding:** 1.3a**Performing, Composing & Listening:** 2.1a, b, c, d, f & g**Reviewing & Evaluating:** 2.2a, c, d**Range & Content:** 3a, b, c, d, e, g**Curriculum Opportunities:** 4a, b, c, d, e, f. | Level 3 (working towards) All Pupils will:* Be able to identify basic orchestral instruments visually and aurally
* Understand that an orchestra is made up of different sections and many individual instruments
* Be able to name some of the instruments found in the strings, brass, woodwind and percussion sections of the orchestra
* Be able to perform an easy melodic part, with support, as part of a class orchestra piece
* Classify a range of percussion instruments according to whether they are “tuned” or “untuned”.

Level 4 (working at) Most Pupils will:* Be able to correctly identify all orchestral instruments both visually and aurally
* Know the correct seating position of an orchestral instrument in a modern day symphony orchestra
* Be able to recognise orchestral instruments according to their timbre
* Be able to aurally identify and name the instruments found in the strings, brass, woodwind and percussion sections of the orchestra
* Perform a more complex part as part of a class orchestra piece
* Classify a range of percussion instruments according to timbre using heading such as “wood”, “metal”, “scrape”, “shake” etc.

Level 5/6 (working beyond/GAT) Some Pupils will :* Be able to identify the timbres of all of the instruments found in an orchestra, including more unusual and rare ones and can describe their timbre.
* Be able to correctly identify all instruments of the orchestra in listening tasks
* Be able to describe how different instruments are constructed, how the sound is produced and how some instruments are capable of producing special instrumental affects
* Be able to perform their own independent melodic part on an orchestral instrument taking on a leading role as part of a class orchestra performance and showing awareness of how the other parts of the class orchestra fit together to form the overall texture.
 | Creativity and critical thinkingHealthy lifestylesTechnology & Media |

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| Future Learning*Pupils could go on to:*· draw illustrations showing construction of orchestral instruments· investigate with real orchestral instruments different/unusual methods of producing sound· listen to further examples of orchestral music e.g. “Le Réjoissance” from “Music for the Royal Fireworks” by Handel or “The Ritual Fire Dance” by Manuel de Falla (see supporting activities) and discussing the mood/effect created by different orchestral instruments | Enrichment*Learning could be enriched through:*· attending a concert of orchestral music· inviting an instrumental teacher into lessons to explain the workings/origins of a particular instrument and giving an informal concert.  |

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|  | Learning Objectivesincluding literacy, numeracy and habits of mind (as appropriate) | Differentiated teaching pints/activities including stretch and challenge | Suggested resources | Suggested AfL activities and formal assessment (when appropriate) | Extended enquiry |
| Week 1 | **INTRODUCTION TO THE ORCHESTRA:**To introduce and define the term 'orchestra’.To aurally identify the four main families of instruments.For pupils to study one traditional seating plan for a standard sized symphony orchestra.To introduce the conductor as director, and begin work on beating patterns as a whole class. Habits of Mind: **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’   | ALL: Be able to identify basic orchestral instruments visually and aurally Understand that the instruments can be divided into orchestral sections/families and put an orchestral instrument into the correct section/family.MOST: Be able to correctly identify all orchestral instruments both visually and aurally. Know the correct seating position of an orchestral instrument in a modern day symphony orchestra.SOME: Be able to identify the different timbres of orchestral instruments in listening tasks.  | Musical contexts lesson plan 1.Starter: Instrument Anagram posters.Audio tracks: 1 - tuning up in ‘A’2 - four different sections of the orchestra.8 - guess the instrument (20 instruments playing).Worksheet 1 - The layout of the orchestra.Seating Cards - distribute to all students so they can sit in the correct position that their instrument sits in within the orchestra.Score - “I am the Music Man”Instruments - students are encouraged to bring in their own instruments! | Singing as a whole class as plenary and formative assessment. Summative assessment for starter - anagram cards and for listening test. | Year 7 - Instruments of the orchestra Powerpoint or poster.Students are given the Research Project worksheet from Musical Contexts and must complete research on their chosen instrument of the orchestra.Detail to include: Materials of instrument, pictures, labelled diagram and information about when it was invented. |
| Week 2 | **ORCHESTRAL TIMBRES:**To recognise different instrumental timbres.Identify orchestral instruments in a piece of orchestral music.Sing, as part of a class, a song about instruments of the orchestra**.****Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: Understand that an orchestra is made up of different sections and many individual instrumentsMaintain the melody part as part of a group in a class song.MOST: Are able to recognise orchestral instruments according to their timbre. Can sing an echo as part of a group in a class song.SOME: Are able to fluently identify all orchestral instruments aurallyTake a lead role when singing with a group. | Musical Contexts lesson plan 2.Keyboards x 15Headphones x 30Worksheets:2- Young Person’s Guide to the Orchestra Listening SheetSP4 - Tuning Up!SP11 - Instruments Match the NameAudio files: 2 - Benjamin Britten’s ‘Young Person’s Guide to the Orchestra’.Videos:2 - Benjam Britten - YPGO - fugue section | Summative: Match the instrument name with it’s picture - plenary quiz. | Ongoing (see lesson 1) |
| Week 3 | **EXPLORING THE STRING SECTION:**Learn about the instruments in the string section of the orchestra.Examine the common features of their construction and playing techniques.Perform string parts as part of a class orchestra performance.**Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: Are able to name some of the instruments found in the strings section of the orchestra. Can perform an easy melodic part, with support, as part of a class orchestra pieceMOST: Are able to aurally identify and name the instruments found in the strings section of the orchestra. Perform a more complex part as part of a class orchestra piece.SOME: Are able to distinguish between the different timbres and playing effects of instruments found in the strings section of the orchestra. Perform independent melodic and rhythmic parts as part of a class orchestra. | Musical Contexts lesson plan 3.Violins/Cellos to demonstrate to class.Audio:Video:Keyboards x 15Headphones x 30Powerpoint - Lesson 3 - The Strings! (see KT for this)Worksheets:SP8 - String Instruments (fill in the gaps)Scores:Score 2 - ‘Miniature March’ with note names written on.Plain paper x 30 for drawing image. | **AfL:** Playing of Miniature March in small sections (violins together) then as a whole class to represent the entire string section.**Plenary:** WWW and EBI? Use of Green Speech Bubbles.  | As before. |
| Week 4 | **EXPLORING THE BRASS SECTION:**Learn about the instruments in the brass section of the orchestra.Examine the common features of their construction and playing techniques.Perform brass parts as part of a class orchestra performance.**Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: Are able to name some of the instruments found in the brass section of the orchestra. Can perform an easy melodic part, with support, as part of a class orchestra piece.MOST: Are able to aurally identify and name the instruments found in the brass section of the orchestra. Perform a more complex part as part of a class orchestra piece.SOME: Are able to distinguish between the different timbres and playing effects of instruments found in the brass section of the orchestra. Perform independent melodic and rhythmic parts as part of a class orchestra | Musical Contexts Lesson Plan 4.Keyboards x 15Headphones x 30Trumpet to show the class.Worksheets: SP5: Brass Instruments fill in the gaps.Audio: 4 - Investigating the Brass SectionVideo: 5 - Brass section in YPGOScores:2 (String Section)3 (Brass Section) | **AfL:** Playing of Miniature March in small sections (strings and brass) then as a whole class.**Plenary:** WWW and EBI? Use of Green Speech Bubbles.  | Collect research project homework. |
| Week 5 | **EXPLORING THE WOODWIND SECTION:**Learn about the instruments in the woodwind section of the orchestra.Examine the common features of their construction and playing techniques.Perform woodwind parts as part of a class orchestra performance.**Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: Are able to name some of the instruments found in the woodwind section of the orchestra. Can perform an easy melodic part, with support, as part of a class orchestra piece.MOST: Are able to aurally identify and name the instruments found in the woodwind section of the orchestra. Perform a more complex part as part of a class orchestra piece. SOME: Are able to distinguish between the different timbres and playing effects of instruments found in the woodwind section of the orchestra. Perform independent melodic and rhythmic parts as part of a class orchestra. | Musical contexts lesson plan 5. Keyboards x 15Headphones x 30Flute to show the class. Can anyone in the class play the flute to demonstrate?Worksheets:SP6 - Woodwind instruments fill in the gaps.Audio:10 - Extracts of the woodwind section (Piccolo, flute, oboe, clarinet, bassoon)Video:4 - Woodwind section in YPGOScores:2 - Miniature March String Section3 - Miniature March Brass Section4 - Miniature March Woodwind Section | **AfL:** Playing of Miniature March in small sections (strings, brass & woodwind) then as a whole class.**Plenary:** WWW and EBI? Use of Green Speech Bubbles.  |  |
| Week 6 | **EXPLORING THE PERCUSSION SECTION:**Learn about the instruments in the percussion section of the orchestra and the difference between “tuned” and “untuned” percussion instruments.Explore the difference in timbre and sound production methods in a range of percussion instruments found in an orchestra.Perform percussion parts as part of a class orchestra performance.**Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: Are able to name some of the instruments found in the percussion section of the orchestra. Classify a range of percussion instruments according to whether they are “tuned” or “untuned” percussions. Can perform an easy melodic part, with support, as part of a class orchestra piece.MOST: Are able to aurally identify and name most of the instruments found in the percussion section of the orchestra. Classify a range of percussion instruments according to timbre using heading such as “wood”, “metal”, “scrape”, “shake” etc. Perform a more complex part as part of a class orchestra piece.SOME: Are able to distinguish between the different timbres and playing effects of instruments found in the percussion section of the orchestra. Perform independent melodic and rhythmic parts as part of a class orchestra.  | Musical contexts lesson plan 6.Keyboards x 15Headphones x 30Xylophones & beatersWorksheets: SP9 - Percussion cards (to be cut out by teacher prior to lesson)7 - Instruments of the Orchestra Assessment.Audio:6 - Explanation of percussion in the orchestra.Video: 6 - Percussion section in YPGO14 - Assessment Listening Test.Scores:2 - Miniature March String Section3 - Miniature March Brass Section4 - Miniature March Woodwind Section5 - Miniature March Percussion Section | **AfL:** Playing of Miniature March in small sections (strings, brass & woodwind & percussion) then as a whole class.**Plenary:** WWW and EBI? Use of Green Speech Bubbles. Summative: End of unit listening assessment (to be completed after half term if there is no time for this) | Hand back marked homework to students. |