

| Year group 9 (Term 3) | BAROQUE (REMIX) |
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| Prior learning- linked to National curriculum | Students have studied Classical Music in Year 7 and Baroque Music (Vivaldi) in Year 8. They also have a good understanding of the elements of music and have explored reading and writing notation as well as the concept of fusion in the Blues. Some students have taken up bass as their main instrument and students have gained understanding of how chords and bass lines fit together. |
| Covid gaps | Some theory may have been missed due to Covid, which we aim to revise in this module. |
| Rationale | We would like students to understand the fundamentals of how a bassline can be used in music as a foundation to build a chord pattern and structure for an entire piece. Students will then develop their listening skills and their ability to compare pieces of music that use the same chord pattern. We want them to understand how elements of music (bassline and chord pattern), can be played in a variety of styles to create a remix. |
| Vocabulary: | MAD.T.SHIRT (melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture), ground bass, remix, crotchet, quaver, semiquaver etc |
| Cultural Capital: | Students will develop an awareness of the Baroque Era and it's context in Classical music and be able to see how the musical elements develop across cultures and throughout time. They will also have opportunities to perform and develop their performance skills after school. |
| Key assessments- name the assessments | Compare and contrast formative listening assessments are in progress booklets as are practical music-making assessment marksheets for Baroque (Remix). Performance assessments will be videoed and saved on the shared drive. |
| What do children know/ can do now (EDSM) | E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary. |
| What amendments are you going to make following evaluation of this module? | We could add a technology element to this module. They could have the original stringed parts and develop that material into a more contemporary style using loops and composed parts. |