

## Theme: Literature

Dickens's Oliver, Shakespeare's Romeo And Juliet and Dante's Divine Comedy  
1 Half-Term (2 lessons per week) - Age 12/13

LEARNING OBJECTIVES	PUPIL ACTIVITIES	RESOURCES	ASSESSMENT OPPORTUNITIES
<b>Performance</b> - to sing in unison Consider Yourself (from Oliver) - standard-fingering scales on keyboard - individual practice/classroom performance of 'Oom-Pah-Pah'(Oliver) - playing student-written tune based on E major	- class choral activity - personal practice &/or pair work on differentiated keyboard pieces based on Oliver, to be then integrated into the classroom ensemble with tuned percussion. Rotate students between the various parts to maintain interest. - practice and perform student composition	Easy piano & classroom instrument ensemble pieces Keyboards Tuned percussion Song sheet music Teacher as resource	- observation, listening & questioning in classwork & in performance
<b>Listening &amp; Discussion</b> <b>Music &amp; Literature</b> - watch extracts from Oliver (Lionel Bart) and describe the musical - Romeo & Juliet (Tchaikovsky) & musical ties with characters - listen to extracts from Dante Symphony (Liszt) and describe the symphony	- to listen to and discuss/watch (where relevant) linking literary themes with the musical material produced in the aforementioned works.	Relevant itune extracts Internet Access Relevant sheet music Teacher as resource	- observation, listening & questioning in classwork & in performance
<b>Composition</b> To compose and perform a (minimum) 8 bar, 'finished' melody based on E major using traditional European notation.	Students are to choose their own character and write theme music (minimum 8bars) for that character	Keyboard	- observation, listening & questioning - compositional 'product' - performance of student composition
<b>Theory</b> - to revise all concepts covered thus far - to consolidate on the interval concept and link to keyboard - to consolidate on the major scale interval pattern	- theory activities on board and in manuscript book - listening and discussion work - easy piano pieces (applied theory) - theory worksheet	Easy piano pieces Teacher as resource Student manuscript book Theory worksheet	- observation, listening & questioning in classwork & in performance

## KEYBOARD

### Oom-Pah-Pah (*Oliver* by Lionel Bart)



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Keyboard 1



Keyboard 2



Keyboard 3



## MIDDLE SCHOOL REVISION

1. Add the time signature to each of these three melodies.



2. Add the missing bar-lines to this melody. The first bar-line has been given.



3. Write a two-bar rhythm as an answer to the given rhythm.



4. Give the letter name of each of the notes marked \*, including the sharp or flat sign where necessary (CHECK KEY SIGNATURE). The first answer is given.

G

5. Re-write the following melody, grouping (beaming) the notes correctly. The first bar has been done.

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6. Give the number (e.g. 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>) of each of these intervals, as shown in the first answer.

6th

7. Use the piano picture here to help you with this question.



Below you will find the incomplete sketch of A major scale (i.e. you can see the musical 'ladder' of space/line/space, 8 notes and same starting/finishing note). Using the TTSTTTS major scale pattern, and checking your picture keyboard carefully, put in the correct sharps for this scale.

