

Advanced Students Notes

Fortissimo (Roy Bennett) - this is an excellent book, constructed logically, stacks of valuable practical activities and great linked listening reference lists at the end of each chapter. The approach is musically all-inclusive and concepts are thoroughly investigated without ever getting boring. Bennett's Adventures in Music series for younger students is also handy to have in the classroom. Both books are great for dipping into.

Please note: I have no financial or other interest in highlighting these books. It's simply that good classroom music textbooks for professional music teachers are hard to come by!

Other sheet music/textbooks suggested in the below programmes can be easily substituted by matching/similar resources within your department.

I have left 'continuous' in the programmes insofar as the activities here have relevance to, and reinforce, any aspect of music study. Please note, too, the workbook which emphasizes critical thinking and experimentation, helping to focus not just on the musical 'destination' itself (i.e. performance or compositional 'product') but the actual journey too!

Theme: Recycling

Techniques and styles revisited through the ages

1 Half-Term (3 lessons per week) - Age 15/16

This theme treats the drone and modality, looking at how these have been recycled throughout history. Students will already have grasped music history from 1600s up to the modern day so will initially look at these features in early music history, composition and relevant class performance. Naturally, much listening, discussion and theory work goes into these lessons.

Theme: Expression

Elements that contribute toward musical expression in time & place

1 Half-Term (3 lessons per week) - Age 15/16

This theme examines the elements of music that contribute toward musical expression, in geography and history. I've also included a sub-theme Winter linking in Vivaldi's Winter (perfect excuse for introducing score-reading!) with the snowy landscape created by the piece Sisu (I'm afraid I don't know the composer!). This then provides the springboard for a winter-themed student composition followed by performance.

Theme: Recycling

Techniques and styles revisited through the ages

1 Half-Term (3 lessons per week) - Age 15/16

Learning Objectives	Pupil Activities	Resources	Assessment
<p>Describe and apply:</p> <ul style="list-style-type: none"> ● Primary triads/chords ● Drone ● Modal tonality 	<ul style="list-style-type: none"> - “Assign 2” Triads (p. 2/3) - Fortissimo chpts 6 & 10 (NOT ground bass) - P. 141 Fortissimo – class performance of drone - P 196-198 – Modal work - Class listening & discussion 	<p>Cadence worksheet “Harmony for GCSE Music” Fortissimo</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Participation in class discussion ● Peer assessment using Criteria C ● General classwork ● Homework ● Vocal and instrumental performance
<p>Identify Medieval and Renaissance music:</p> <ul style="list-style-type: none"> ● Discussion involving the main general features of each period ● Aural/verbal comparison of the 6 different western musical styles (involving basic score reading) ● Drone ● Performance as class using period pieces 	<ul style="list-style-type: none"> - Fortissimo – chpt 6 & 10 - Class discussion with relevant aural examples - Vocal/instrumental performance of Renaissance madrigal “The Cuckoo” & Medieval piece “Alle, psallite.” - P. 215 Fortissimo - Listening test - Performance reflections 	<p>Fortissimo (+CDs) - Medieval piece “Alle, psallite..” (pge 90) “Harmony for GCSE Music” CDs/internet Sheet music - Renaissance madrigal “The Cuckoo”</p>	<ul style="list-style-type: none"> ● Listening test (Stylistic awareness) ● Composition & performance ● Reflections on recorded performance
<p>Performance preparation:</p> <ul style="list-style-type: none"> ● Performance exam 	<ul style="list-style-type: none"> - performance exam of 2 contrasting pieces (homework) - reflections on recorded performance 	<p>Student sheet music/instruments Appropriate recording equipment</p>	<ul style="list-style-type: none"> ● Reflections on recorded performance
<p>Continuons:</p> <ul style="list-style-type: none"> ● Performance ‘log’ (1) ● Workbook (2) ● Compulsory school orchestra or choir 	<ul style="list-style-type: none"> - Music in the community - Individual critical thinking and experimentation 	<p>School & external extra-curricular activities Workbook</p>	

(1) - students have to undertake 10 performances (solo/ensemble) in the course of the academic year hence the ‘log’

(2) - workbook refers to thoughts, ideas and reflections as regards practical tasks (performance and composition)

Theme: Expression

Elements that contribute toward musical expression in time & place

1 Half-Term (3 lessons per week) - Age 15/16

Learning Objectives	Pupil Activities	Resources	Assessment
Aural Identification of: <ul style="list-style-type: none"> The six main Western musical styles Instruments of the orchestra 	<ul style="list-style-type: none"> Aural work: melodic dictation, style and instrumental recognition. Programme music (chpt 15) Score reading “Winter” (Vivaldi) Class ensemble Musical comparison - 2 different ‘covers’ 	Fortissimo CDs/Internet Vivaldi “Four Seasons” (CD + score) Strauss “Till Eulenspiegel” (CD + score) or equivalent	Formative <ul style="list-style-type: none"> Class performance work Contribution of ideas to class rehearsals Class discussion Homework General class work
Identification and use of elements which contribute to mood and character including: <ul style="list-style-type: none"> Tonality, dynamics, timbre, tempo, rhythm, texture 	<ul style="list-style-type: none"> Chpt 15 & 12 TV “Professor Allegro” Snow Scenes (video) - Sisu Composition “Winter Scenes” (in 3 parts using classroom instruments for classroom performance) Score reading/verbal reflections on expressive devices in “Vivaldi’s “Winter” Reflection write-up on own composition 	Fortissimo CDs/Internet Vivaldi “Four Seasons” (CD + score) Music Makers “Professor Allegro” (BBC series) or recording of Sisu	Summative <ul style="list-style-type: none"> Listening test for style, instruments & intervals Composition Reflections on Own Composition
Continuous: <ul style="list-style-type: none"> Performance ‘log’ (1) Workbook (2) Compulsory school orchestra or choir 	<ul style="list-style-type: none"> Music in the community Individual critical thinking and experimentation 	School & external extra-curricular activities Workbook	

(1) - students have to undertake 10 performances (solo/ensemble) in the course of the academic year hence the ‘log’

(2) - workbook refers to thoughts, ideas and reflections as regards practical tasks (performance and composition)