

Scheme of Work

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UNIT: Medieval Music Term: 2 Year: 7

Focus:

Compound Time

Objective:

Understand aurally compound time and be able to discriminate between simple time and compound time. Maintain a part in a performance of a farandole and compose using specified stimulus to develop composing ideas. Be able to identify medieval instruments and demonstrate an awareness of the social and historical contexts of the musical style.

Key Vocabulary:

Time Signature, Compound Time, Rhythm, Consort, Melody, Unison, Harmony, Drones, Neumes

Specific Teaching:

- ♣ Reading from notated scores
- ♣ Listening to a variety of music in compound time
- ♣ Analyse music from Medieval period
- ♣ Listen to music from different times and cultures
- ♣ Ensemble skills – playing compound rhythms
- ♣ Instrumental skills
- ♣ Evaluate a performance of Farandoles
- ♣ Develop performance skills
- ♣ Compose using given framework – Q and A.

PoS

5b
6c
6a
6b
5c
5a
4f /6e
5d
5f

Repertoire:

- ♣ Medieval instrumental music and songs
- ♣ Farandole – line dance
- ♣ Medieval Church Music
- ♣ Ich spring an disem ringe
- ♣ Rosa fragrans

Resources:

- ♣ Listening extracts
- ♣ Minstrels book – Brian Sargent
- ♣ Worksheets
- ♣ Music Sheets

Activity Plan:

- ♣ Brainstorm session – time signatures – simple time & Introduce Compound time – class discussion
- ♣ Class reading ‘Medieval Music’ – h/w questions on sheet
- ♣ Clap 6/8 rhythm as class – ‘humpty-dumpty’ or ‘hurdy-gurdy’
- ♣ Introduce D pentatonic scale – learn to play, add 6/8 rhythm & Improvise a 4 bar melody
- ♣ Recap – compound rhythm and Medieval music – Q and A session
- ♣ Read worksheet about simple and compound time & aurally discriminate between simple and compound time – H/W Quiz Sheet
- ♣ Introduce performance piece – Farandole
- ♣ Clap rhythm – play piece to whole class and then ask questions about the piece.
- ♣ Perform parts individually and then put together as ensemble
- ♣ Study the way medieval music was written down – neumes. H/W – neumes
- ♣ Listen to Gregorian chants – class discussion about differences to music now.
- ♣ Class/group performances of Farandole.
- ♣ Compose an ‘answer’ in the style of ‘q’ in farandole and add drones and percussion
- ♣ Perform further medieval songs and instrumental pieces
- ♣ Listen to a variety of medieval styles and identify instruments and respond to culture and history
- ♣ H/W – quiz about the period, instruments and compound time
- ♣ Worksheet ‘match picture of instruments to statements’
- ♣ H/W – neatly copy compositions out in notated form
- ♣ Evaluate own performances of compositions and record.

Outcome:**All pupils:**

Aurally identify simple and compound time. Be able to keep a 6/8 rhythm on a percussion instrument. Compose own rhythmic part to fit in with a group composition and be able to play a drone part. Identify medieval instruments and through listening exercises identify medieval music. Complete and attempt all homework.

Most pupils:

Identify some medieval composers. Be able to perform melody line of farandole on own, keeping a steady beat correctly playing the rhythms. Compose own answer melody using compound time.

Some pupils:

Perform confidently with style and awareness of others taking a leading role. Compose melody line and drone part to fit adding in a bass part. Write compositions in full notation and then attempt to write in neume form.

Assessment:

- ♣ Monitoring
- ♣ Classwork
- ♣ Homework
- ♣ Performance
- ♣ Composition
- ♣ Recordings
- ♣ Self-Assessment