

Subject: Music - SPRING	Year: 6
Unit Title: <b>Baroque</b>	
<b>NC/PoS: Singing, Listening, Composing and Performing</b> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</li> </ul>	
<b>Expected Prior Learning (what pupils already know and can do)</b> <ul style="list-style-type: none"> <li>Performing rhythms confidently either on their own or in a group.</li> <li>Identify the sounds of different instruments and discuss what they sound like.</li> <li>Make reasonable suggestions for which instruments can be matched to which art pieces.</li> <li>Recall the names of several instruments according to their orchestra sections.</li> <li>Keep the pulse using body percussion.</li> <li>Sing with control and confidence.</li> <li>Name rhythms correctly.</li> <li>Copy rhythms accurately with a good sense of pulse.</li> <li>Draw rhythms accurately.</li> <li>Show a difference between musical variations.</li> <li>Show creativity in a finished musical product.</li> </ul>	
<b>End Points (what pupils MUST know and remember)</b> LISTENING / COMPOSING / PERFORMING – Know That and Know How <ul style="list-style-type: none"> <li>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>Take part in a vocal improvisation task based on Baroque recitative.</li> <li>Play several parts of a canon using staff notation, with or without letter names.</li> <li>Compose a ground bass melodic ostinato.</li> <li>Notate a ground bass pattern using staff notation.</li> <li>Name some well-known Baroque composers and describe what musical features they were known for.</li> <li>Learn a fugue part by reading staff notation, with or without note names.</li> <li>Perform a fugue</li> </ul>	
<b>Key Vocabulary</b> Baroque, canon, aria, fugue, ostinato oratorio	
<b>Lesson 1: Monteverdi and the invention of opera</b>  To understand the importance of Monteverdi in the history of opera. Vocabulary: aria, Baroque, opera, recitative	
<b>Lesson 2: Johann Pachelbel and the canon</b>  To read and play a canon from staff notation. Vocabulary: Baroque, canon, round	
<b>Lesson 3: Henry Purcell and the ground bass</b>  To demonstrate an understanding of Baroque music features when composing. Vocabulary: Baroque, ground bass, melodic ostinato, ostinato	
<b>Lesson 4: J S Bach and the fugue</b>  To combine knowledge of staff notation and aural awareness to play a fugue. Vocabulary: counter subject, fugue, polyphonic, subject	

**Lesson 5:** George Frideric Handel and the oratorio

To apply their understanding of fugue structure when performing with others.

Vocabulary: oratorio

**Future learning this content supports:**

This content will support future learning and development of complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. Pitched note reading and performance, sight singing, full piece multi-part arrangement - both vocally and instrumentally.