

Music Lesson Plan topic – Chronology

Lesson 2 of 6	Focus: R/Y 1/2
<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> To listen and respond to music from the Baroque period. To recognise some of the instruments of the period. 	
<p>Inter-related music dimensions covered: Pitch, dynamics, timbre.</p>	
<p>Starter activity: Sing 'Frère Jacques', reminding the class of the words. Do they know what the words mean in English? (See translation sheet) Explain that this song can be sung in a round with different groups starting at different times. This is because the melody of each line harmonizes and fits with every other line. Divide the class in half, one half singing from the beginning while the second half join in after the 1st line. Sing through twice. This may take some practise, however, if pupils are accustomed to singing rounds this can be extended to singing in 3 and then 4 parts. Choose a confident singer to lead each part. When pupils have had a few goes, divide the class into 3 and ask one group to listen to the other two. Can they hear the melodies fitting together? (Audio file.)</p> <p>Main Focus: What is the biggest instrument that they know? Tell the children they are going to listen to the opening section of a well-known piece of music by a German composer called Johann Sebastian Bach (1685-1750) Toccata and Fugue in D Minor. https://www.youtube.com/watch?v=7oMpOTTe9qs 0.00-1.27</p> <ul style="list-style-type: none"> Ask the children to describe the music and write these words on the board. What instrument do they think is being played? (organ). How would they describe the sound it makes? (loud, powerful, strong) What are the dynamics? (loud/quiet -both) how would they describe the pitch (high/low-both) Play the clip again and ask pupils to start by standing and show how they think the pitch changes by sinking slowly or rising up. Show image of a pipe organ (Ppt slide 1) and discuss the size and method of playing. What do they notice about the organ? (It is highly decorated). In the Baroque period (1600-1750) many buildings were decorated in this fashion. What do they notice about the picture showing the inside of a church? Baroque architecture was very ornate and colourful. Show slide 2 Organ music was very popular 300 years ago when Bach was alive. Put the picture of Bach on timeline and map. Show slide 4. What is he wearing? Wigs were very fashionable at the time. (Slide 4 provides a little background information on Bach.) Baroque instrumental music was often composed to be used and performed in churches. Some of the instruments used were different from today and some were similar. Show the 6th slide. Which instruments do they recognise? Pupils will probably be able to name the violin and recorder. Point out the organ and name the harpsichord and the lute. How do they think each are played? 	



J S Bach
1600 - 1750

The Harpsichord was an important instrument in the orchestra in Bach's time, but it no longer exists in the modern orchestra of today. Look at the pictures of the harpsichord **slide 7**. What do the children notice? The decoration is in keeping with the artistic fashion of the time; very ornate and colourful, showing a peaceful countryside picture. How does it look the same/different to a modern instrument like a piano or keyboard? (Slide 8 provides some background information.) Bach wrote a lot of music for this instrument. Explain that we will listen to a short extract from Bach's first Prelude and Fugue in C Major. <https://www.youtube.com/watch?v=3AQHFYNk5NA> 0.00-0.20 Whilst the children listen ask them to decorate the picture of the Harpsichord in an ornate way .

How would they describe the sound of this instrument?

What do they notice about the melody? Does it stay the same? Does it move in steps or leaps? (leaps). Listen to a further 20 seconds and ask how many notes the children can count in each phrase of the melody? (8)

A 'fugue' is rather like a 'round' with a melody or 'theme' being repeated lots of times and at different pitches (just like Frere Jacques) within each part and the texture is therefore polyphonic – meaning many sounds or musical lines weaving in and out. It starts very simply but becomes more complicated and ornate. This extract is from the Fugue that follows the Prelude the children have just listened to

https://www.youtube.com/watch?v=_472WtzEiGg

Plenary: Show slide 9.

Ask the children if they have any idea how this picture connects to Bach?

This is a picture of one of the Voyager Spacecraft sent into space 40 years ago. It was sent originally to explore Jupiter and Saturn but has continued on its journey and is now further away from Earth than Pluto and is travelling in parts of space that nothing from the Earth has travelled in before. On board is a 'Golden Record' a sort of time capsule carrying information about our world. It has greetings in lots of different languages, images of nature and a selection of music. There are 3 different pieces by Bach on the record. This one is called the '*Brandenburg Concerto Number 2 in F Major*.' Play the extract by the Freiburger Barockorchester, an orchestra from Germany using instruments from the Baroque period of music. Can they recognise some of the instruments? (violin, recorder, oboe, natural valveless trumpet) Do they remember which musical period Bach belongs to? (Baroque)

<https://www.youtube.com/watch?v=3HSRIDtwsfM>

0.00-1.20 Imagine someone from another world hearing this music. What would they think about Earth?

Opportunities for mastery: Listen to '*Sheep may safely graze*' another piece written by Bach as part of a celebration for the birthday of a duke. <https://www.youtube.com/watch?v=eS7zldPq6GU> performed by a modern orchestra. Can they recognise some of the instruments (violins, oboes, bassoon, cellos – no harpsichord, the double basses and cellos are playing bass line)? What differences do they spot between this and the Baroque orchestra? Modern orchestra is bigger, flutes in Baroque times would be wooden, these are silver plated.

Keywords / vocabulary: Baroque, organ, harpsichord, orchestra, round, fugue, pitch (high, low) dynamics, decoration, polyphonic.

Self-assessment opportunities:

I can listen and respond to music from the Baroque period.

I can recognise some of the instruments of the period.



Resources: Youtube clips, harpsichord decoration attachment, Frere Jacques translation attachment
Map, timeline.

Opportunities for sharing work e.g. by recording, notation: Video clip of class performing the round.
Pictures showing pupils' own style of 'Baroque' decoration.

Music Assessment: Year 1/2 Chronology Lesson 2

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> • I can listen and respond to music from the Baroque period. • I can recognise some of the instruments of the period. 	

Notes: