

Music Lesson Plan topic – Chronology through Shakespeare

Lesson 2 of 6

Focus: Years 5&6

Key Learning Objectives:

- To recognise Baroque instruments.
- To identify Baroque decoration (ornamentation) in a given musical example.

Inter-related music dimensions covered: Timbre, texture, melody, duration / rhythm, tempo, dynamics, structure.

Starter activity:

Listen to the entry dance from *'The Fairy Queen'* by Purcell (1659-1695), music inspired by the Shakespeare play *'A Midsummer Night's Dream'*:

<https://www.youtube.com/watch?v=9JKCkvEUY5s>.

Look at the information on Purcell's music (word document). Play the clip again. Ask the children to listen out for the instruments, in particular the **harpsichord**, an instrument frequently played in music of the Baroque period. It is very hard to hear the harpsichord because its strings are plucked and therefore the sound dies away immediately. What other instruments can they identify from the video? (recorders, lute, violins, cellos). Ask the children which of the instruments they think is imitating birdsong (recorders). This is the part of the story where the actors enter the enchanted forest.



Henry Purcell
1600 - 1750

Main focus:

<https://www.youtube.com/watch?v=inQJEoqMnkk&feature=youtu.be>

The piece that the children are going to listen to is a perfect example of a Baroque da capo aria (song) where the performer sings the melody without ornaments / decoration the first time but adds flourishes and decoration the second time (da capo means return to the beginning and repeat). This song is all about Cleopatra and her sadness at her realisation of her fate – her brother has imprisoned her. After reflecting on her sadness she sings that she will come back and haunt her brother. Listen to the excerpt a da capo aria from *'Giulio Cesare'* by Handel (1685-1759) and complete the tick sheet to identify features of Baroque music.

As a class sing Happy birthday to Shakespeare! Pupils work in pairs to create an ornamented / decorated version of this song. In the style of a Baroque song.

Plenary:

Listen and follow the music of Handel's *'And the Glory of the Lord'*

<https://www.youtube.com/watch?v=4egNeuAf0Bg>. Complete the sheet as earlier to identify the Baroque features of this music.



Opportunities for mastery: Listen to a further piece of music from the Baroque period by Johanne Sebastian Bach: <https://www.youtube.com/watch?v=pVadI4ocX0M>

In this piece called a *fugue* Bach uses imitation to form a complex texture where the parts weave in and out of each other.

Keywords / vocabulary: Harpsichord, imitation, ornamentation, trill, mordents, melisma, tempo, dynamics (piano, forte) fugue, da capo aria.

Self-assessment opportunities:

- I can identify instruments of the Baroque period.
- I can identify features of the Baroque period.
- I can 'decorate' a well-known melody with ornaments.

Resources: Interactive whiteboard, Youtube,

Opportunities for sharing work e.g. by recording, notation: N/A

Music Assessment: Years 5&6 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 identify instruments of the Baroque period ● I can identify features of the Baroque period. ● I can 'decorate' a well-known melody with ornaments 	

Notes: