

### Key Stage 3 Scheme of Work

Unit No. 3 Title : Renaissance music

Year : 8

<b>Aim</b>	To understand the musical language of the Renaissance through playing, singing and composing.
<b>Required resources</b>	Many pitched instruments, bass guitar, a few unpitched instruments. Sheet music of pavaues/voltas. <i>Information booklet</i> on Renaissance instruments to supplement this unit. Enough pitched instruments for half the class at one time to play is a good way of managing this topic. The other half can be doing project work using the <i>Information booklet</i> when not playing.
<b>Optional resources</b>	MIDI files of song backings (Sumer is icumen in)
<b>Differentiation</b>	Pupils will choose to play a part appropriate to their ability. Teacher guidance may be needed.
<b>Cross curricular elements</b>	AON : Comm : Evaluation of own and others' compositions by appraising work. IT : Use of MIDI as backing to song. WWO : Throughout unit IOLP : Self evaluation of work and of 1 <sup>st</sup> performances so that editing and refining can take place effectively. Peer assessment PS : Composition tasks given in the form of problems to be solved.
<b>Assessment arrangements</b>	Pupils will assess each other on the criteria laid out in the assessment folder. Assessment will be on any of the pieces played.
<b>Expectations</b>	<b>Most pupils will :</b> understand drone and be able to use it effectively in a variety of ways to compose a piece of group music. They will be able to play an independent part confidently. They will understand the structure and rhythm of a pavane and will be able to play the melody or the bass of at least three different renaissance pieces. <b>Some pupils will have not made so much progress and will :</b> be able to play a drone within a composition with direction from other students. They will be able to play a part with a degree of independence. They will be able to play the rhythm of a pavane and will have attempted to play the melody or the bass of a renaissance piece. <b>Some pupils will have progressed further and will :</b> be able to take a lead in composing a piece on drones, and make critical decisions on the structure of the piece. They will be able to play several complex parts confidently. They will be able to play melodies and bass parts of at least three renaissance pieces with confidence.

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Session 1	<p>Introduce unit. Explain drones and the 5<sup>th</sup>. Relate this to the bagpipe and how sound is produced on it. Go through different drones relating it to staff notation.</p> <p>Composition brief: To write a piece using a chosen drone (A-E, C-G, D-A etc).</p> <p>Do an example piece with volunteers playing drone in different ways. Elicit ideas from class. Different octaves, split the notes up, alter the rhythm.</p> <p>Allow each group 2 minutes to rehearse their piece. The rest of the class can plan their piece and begin the information sheet. Each group to perform. Evaluate the performance and get the class to suggest improvements. 2<sup>nd</sup> performance and record</p>
Session 2	<p>15 mins : Sing Sumer is icomin in with MIDI backing Add some instruments and sing again</p> <p>45 mins : Run through the Susato pavane. Split class into two teams (12-15 in each team). This way you should have enough instruments to go round. All pupils to choose a pitched instrument. Work at one half of the piece at a time. Make sure the bass guitarists know what to play! Play through the section a few times altogether. Swap to team 2 and repeat the process.</p> <p>Do this for about 3 turns each, then learn the 2<sup>nd</sup> half of the piece. While a team is not playing, they are to work on the information sheet. Conclude by recapping on renaissance features.</p>
Session 3	<p>15 mins: Sing Sumer is icomin in as a round 45 mins: Play Susato Pavane learnt last week. Record Continue with info sheet. Begin assessments. Assessment score to be written on unit sheet.</p>
Session 4	<p>Introduce 2<sup>nd</sup> piece, Praetorius's La Volta and begin learning as Susato Finish by singing Sumer is icomin in as a round and with ostinati. Continue with info sheet.</p>
Session 5	<p>Recap on La Volta and sing Sumer again Record Continue with info sheet.</p>
Session 6	<p>Introduce 3<sup>rd</sup> piece, Arbeau's pavane and begin learning in the usual way. Finish by singing Sumer is icomin in as a round with ostinati.</p>
Session 7	<p>Option 1 - Do Pastyme and good companie Option 2 -Renaissance concert : Plan a concert featuring all the music learnt in this unit and choreograph the dances. Costumes are optional!</p>
Session 8	<p>Option 1 - Do Pastyme and good companie again. Option 2 - Renaissance concert - book the hall for this and invite HoY or somebody to see it.</p>