

'Music For a While' **Henry Purcell** Written 1692

6-7 Weeks

Composite: Unit assessment -

Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
<p>Incidental music</p> <p>Aria</p> <p>Alecto</p> <p>Tenor Continuo</p> <p>Soprano</p> <p>Harpsichord Ground</p> <p>Bass Viol</p> <p>Modulates</p> <p>Chromaticism</p> <p>Diatonic Functional</p> <p>Dissonances</p> <p>Homophony</p> <p>Accompaniment</p> <p>Ground Bass</p> <p>Counterpoint</p> <p>Baroque</p> <p>Semitones</p> <p>Syllabic</p> <p>Melisma</p> <p>Word Painting</p>	<ol style="list-style-type: none"> Which of the following instruments can you hear playing in the piece? Can you describe the mood of the music in one or two words. Which melodic features can you hear in the music? What is the tonality at the beginning of the extract? What is the time signature of the music? Which rhythmic features can you hear in the music? Can you describe the tempo of the music? Which word best describes the texture? Can you complete a fact file about the composer Henry Purcell? Can you explain what is meant by the term 'incidental music'? Can you briefly summarise the plot of Dryden and Lee's Oedipus? At the point in the play that the song is heard, what is happening? What is the purpose of the song? Given what you know about the system of patronage that Bach worked under when he composed the Brandenburg Concertos, how do you think this might have influenced music in Purcell's time? The bass line is played by an instrument called a bass viol, which was an early predecessor to the cello. Give two differences between a cello and a bass viol. Describe the part played by the harpsichord in Music for a While. How does the role of the harpsichord differ from its role in Brandenburg Concerto No. 5? Can you briefly explain the meaning of the term 'ground bass'. Describe four musical features of the ground bass in Music for a While. Name two instruments that play the ground bass: Can you indicate the similarities and differences between Pachelbel's ground bass and Purcell's ground bass. Try to make at least 3 points under each heading. Can you describe in detail what the main differences are between syllabic and melismatic? Can you briefly explain what the term 'word painting' means? 	<p>Be able to recall all the different types of musical Elements featured in this extract. With specific reference to the following;</p> <p>Performance Forces</p> <ul style="list-style-type: none"> 2nd of 4 movements written as incidental music Aria features the character Alecto Written for voice (normally tenor) and continuo (this version = soprano) R.H. harpsichord = elaborate realisation L.H. harpsichord = ground bass (also played by bass viol) <p>Harmony and Tonality</p> <ul style="list-style-type: none"> A minor (although sometimes ambiguous because of chromaticism in ground bass) Modulates to related keys: E minor (b. 14); G major (b. 16); C major (b. 21); A major (b. 23); E minor (b. 27) Chords = diatonic and functional Perfect cadences used to confirm modulations Some dissonances (b. 12 –D in bass & E in voice; false relation b. 1 –F# in bass and F natural in R. H. harpsichord) <p>Texture</p> <ul style="list-style-type: none"> Melody-dominated homophony Accompaniment is the ground bass R.H. of harpsichord is a realisation and provides some counterpoint with the vocal line <p>Structure</p> <ul style="list-style-type: none"> Ground bass form (common in Baroque era) Signs of what was to become the popular ternary form, da capo aria (where repeat of A section is decorated rather than an exact repeat, e.g. b. 29) Ground bass = 3 bars, entirely quavers, arpeggio shaped, use of semitones, ends with octave fall) <p>Text Setting and Word Painting</p> <ul style="list-style-type: none"> Vocal line mainly syllabic, following speech rhythms Paired slurrings (b. 5 'for', 'a') Melisma (b. 10 'wond'ring'; b. 20 'eternal') Repetition of text (b. 23-25 'drop') Word painting frequent (b. 12 'pains'; b. 13 'eas'd'; b. 23-25 'drop'; b. 10 'wond'ring'; b. 20 'eternal'; b. 16-17 'free the dead') <p>Tempo, Metre, Rhythm</p>	<ul style="list-style-type: none"> This topic helps students develop their knowledge and understanding of how music was created during the Baroque period. It builds on the previous set works Ideas about how composers manipulate the elements to create a specific piece of music. This introduces learners to key concepts needed for understanding baroque concepts in Music. This unit develops learners' knowledge, skills and understand of significant pieces of music from previous era's from music history.

<p>Extensive Ornamentation</p>	<p>22. Can you explain how Purcell emphasises important words in the text of Music for a While?</p> <p>23. Can you describe what a trill, lower mordent, acciaccatura and slide are?</p> <p>24. What different types of inversion chords are used in the chord progression?</p> <p>25. What do you notice about the pattern of inversions used?</p> <p>26. Can you explain what you understand by the term 'cadential 6-4'; give an example from the song.</p> <p>27. Can you explain what you understand by the term 'suspension'; give an example from the song.</p>	<ul style="list-style-type: none"> • No tempo marking, but slow • 4/4 (simple, quadruple) • Variety of rhythms but quavers and semiquavers most prominent • Dotted rhythms occasionally (b. 10 voice) • Occasional syncopation (b. 20; b. 24) • Ground bass entirely quavers <p>Melody</p> <ul style="list-style-type: none"> • Soprano range = 9th • Mostly conjunct • Frequent passing notes (b. 5) • Leaps no greater than perfect 4th (b. 7) • Rests break up phrases (b. 11) • Descending sequence (b. 20) • Extensive ornamentation (trill b. 13; appoggiatura b. 35; grace notes b. 6; upper mordents b. 22; lower mordents b. 1) 	
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We will develop these skills:

Impressive reading	Impressive speaking	Impressive writing	Resilience	Numeracy via:	Employability & Careers via:
<p>Reading aloud using the correct musical terms when describing how elements are used within a piece of music.</p> <ul style="list-style-type: none"> • Music for a While - Purcell: Music for a While - Edexcel - GCSE Music Revision - Edexcel - BBC Bitesize • MT0817-scheme-KS4 Unpacking-Purcell.pdf (rhinegold.co.uk) • Area-of-Study-2-Purcell-Sample.pdf (pearsonschoolsandfecolleges.co.uk) • Music GCSE Set Work - Purcell - Manwaring Music Education Blog 	<p>Describe using the correct musical terms how Purcell uses the musical elements within the piece.</p>	<p>Writing an extended piece using the correct musical vocabulary to describe how elements of music are used within the piece in preparation for the section B question.</p> <p>Use effectively the PEEL (Point, Evidence, Explanation, Link) paragraph structure.</p>	<p>Develop student's ability to analyse in detail the score of the set work and fully understand how Purcell manipulates the musical elements within the piece.</p>	<p>Calculation of notes values within time signatures. Interval recognition, time signatures including simple and compound variants.</p>	<p>Employability: Team work when discussing the elements.</p> <p>Careers: Musician, Composer, Technician, Arranger, Songwriter, Producer & Teacher.</p>

SEND – strategies in place to ensure memory, processing, language and links to prior knowledge are as follows;

Opening activities are designed to ensure ALL learners are encouraged to buy into the lessons content with an ice-breaker/starter activity specifically designed to provide students with opportunities for retrieval practise, buying into prior knowledge and above all the use of a multi-sensory approach insists on ALL SEND students being able to access the learning activities.

This topic focuses on the following SEND specific strategies;

1. Speaking and listening tasks.
2. Scaffolding, differentiated activities to allow for over-learning of previous content leading to learner independence.
3. Tasks and topic specific skills ordered logically and sequenced with an increase in complexity allowing for progress.
4. Repetition of key words and terms with the inclusion of 'spellings' and various other activities which promote good use of literacy within the subject.
5. Additional time allowed for learners with SEND to encourage persistent and a positive attitude towards learning.

'Killer Queen' Queen Released in 1974 - 6-7 Weeks

Composite: Unit assessment -

Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
<p>Drum kit Bass guitar Guitars Vocals Honky-tonk piano Moderato Freddie Mercury Sheer Heart Attack Queen London Major Ambiguous Major Minor Root Poition Modulations Dissonance Pedal point Inversion chords Extended chords Altered chords 7th chords Verse Chorus Instrumental Guitar solo Outro Moderato Compound quadruple Anacrusis Syncopation Triplet Syllabic Vocalisation Conjunct Leaps Portamento Flanger Sequence Descending Ascending</p>	<ol style="list-style-type: none"> 1. Do you know when the song was composed? 2. Can you name the genre of the song? 3. Do you know what type of voice the song is written for? 4. Can you name three guitar techniques used in the song? 5. Can you identify syllabic and melismatic vocal writing in the song? 6. Do you know what key the song is in? 7. Can you define the term 'pedal note'? 8. Do you know what time signature the song is in? 9. Can you explain what a swung rhythm is? 10. Can you describe the tempo of the song? 11. Can you name the structure of the song? 12. Can you describe how dynamics are used in the song? 13. Can you name two studio techniques used in Killer Queen? 14. Can you name the overall texture of the song? 15. Can you describe at least 4 features of rock music, and 4 features of musical theatre? 16. Can you describe the role of each of the instruments in Killer Queen? 17. Can you describe what a 'jangle piano' is, and how it differs from a traditional piano? 18. Can you explain how the guitar part is unusual for pop/rock music? 19. Can you describe a range of guitar effects used in Killer Queen, and explain how and why they are used? 20. Can you describe the recurring vocal motif, using appropriate vocabulary? 21. Can you identify a pedal note in Killer Queen? 22. Can you explain what a 'circle of fifths progression' is? 23. Can you give at least three examples of syncopation in Killer Queen? 24. Can you define the term 'anacrusis'? 25. Can you describe at least three studio effects used in Killer Queen? 26. Can you give specific examples of where these effects are used? 27. Can you give examples of more complex textures in Killer Queen, such as Antiphony? 28. Can you explain how genres such as musical theatre have influenced Queen in the song? 29. Can you evaluate the importance of each instrument in Killer Queen? 30. Can you evaluate how effectively Queen have written for the voice in Killer Queen? 31. Can you explain the significance of the absence of a synthesiser in Killer Queen? 32. Can you explain how Brian May has developed the vocal motif in his guitar Solo? 33. Can you give an example of a circle of fifths progression in Killer Queen? 34. Can you explain how Queen's harmonic writing is atypical of rock music? 35. Can you evaluate how effectively Queen have used music technology as a compositional device? 36. Can you explain the implications of studio effects on live performance? 37. Can you confidently use a range of musical vocabulary when writing about this set work, including various compositional devices, studio techniques and instrumental techniques? 	<p>Be able to recall all the different types of musical Elements featured in this extract. With specific reference to the following;</p> <p>Performance Forces</p> <ul style="list-style-type: none"> • Written by Freddie Mercury and featured on Queen's 3rd studio album 'Sheer Heart Attack' • Queen (British rock band) formed in London in 1970 • Killer Queen was 1st single from the album and was one of the few songs where FM wrote the lyrics first • Lyrics are about an upper-class prostitute • Reached no. 2 in UK charts and no. 12 in US charts • FM won his 1st Ivor Novello Award with the song <p>Structure</p> <ul style="list-style-type: none"> • Verse -chorus form • Verse 1 = b. 2-14 • Chorus 1 = b. 14-22 • Instrumental = b. 23-26 • Verse 2 = b. 26-b. 38 • Chorus 2 = b. 38-43 • Guitar solo = b. 44-61 • Verse 3 = b. 61-69 • Chorus 3 = b. 69-78 • Outro = b. 79-end <p>Texture</p> <ul style="list-style-type: none"> • Mainly homophonic • Use of imitation (guitar 3&4, b. 48) • Use of layering • 3-part texture (guitar solo (b. 50) • 4-part texture (b. 15) • Panning (b. 42-43 backing vocals) • Antiphonal (b. 67-68) <p>Tempo, Metre, Rhythm</p> <ul style="list-style-type: none"> • Moderato (112 BPM) • 12/8 (compound, quadruple) • Swung feel • Occasionally insert 6/8 bar to extend phrase length • Every verse and chorus starts with anacrusis • Syncopation frequent (e.g. b. 44-46) • Triplets (b. 18) 	<ul style="list-style-type: none"> • This topic helps students develop their knowledge and understanding of how music was created during the 1970's rock scene. It builds on the previous set works and helps studenty • To develop a sound knowledge and understanding of contemporary music. • Ideas about how rock/popular musicians manipulate the elements to create a specific piece of music. • This introduces learners to key concepts needed for understanding popular concepts in Music. • This unit develops learners' knowledge, skills and understand of significant pieces of music from previous decades of the twentieth century music

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<p>Reading aloud using the correct musical terms when describing how elements are used within a piece of music.</p> <ul style="list-style-type: none"> • Section-3-Area-of-Study-2-Queen-Sample.pdf (pearsonschoolsandcolleges.co.uk) • Killer Queen - Queen: Killer Queen - Edexcel - GCSE Music Revision - Edexcel - BBC Bitesize • PowerPoint Presentation (nottinghamfreeschool.co.uk) • MT1116-scheme-KS4 Edexcel-GCSE-AoS2-Vocal-music.pdf (rhinegold.co.uk) 	<p>Describe using the correct musical terms how the band Queen uses the musical elements within the piece.</p>	<p>Writing an extended piece using the correct musical vocabulary to describe how elements of music are used within the piece in preparation for the section B question.</p> <p>Use effectively the PEEL (Point, Evidence, Explanation, Link) paragraph structure.</p>	<p>Develop student's ability to analyse in detail the score of the set work and fully understand how Queen manipulates the musical elements within the piece.</p>	<p>Calculation of notes values within time signatures. Interval recognition, time signatures including simple and compound variants.</p>	<p>Employability: Team work when discussing the elements.</p> <p>Careers: Musician, Composer, Technician, Arranger, Songwriter, Producer & Teacher.</p>

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