

OCR GCSE Music

Area of Study 2

Concerto Through Time



DNA: Unscramble the names of the periods of time.

1600 – 1750 - arobueq

1750 – 1820 - slacsicla

1820 – 1900 – montraci

Lesson 1 – An introduction

AoS2 Overview:

What you need to know

- The key features and sounds of each period of time.
- What a concerto is and the way it has developed through time.
- The instruments that have been used for the solo part in the concerto and how they have developed.
- The growth and development of the orchestra through time.
- The role of the soloist.
- The relationship between the soloist and the orchestral accompaniment.
- How the concerto has developed through time in terms of length, complexity and virtuosity.
- The characteristics of Baroque, Classical and Romantic music reflected in the Concerto.

Lesson 1

- **Learning objectives:**
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

- **Progress indicators:**

Good	Outstanding
Identify instruments used and key features of the style.	Relate the features to the musical elements and use specific musical vocabulary.



Task 1: List the orchestral instruments that belong to each family.

- Strings (the largest section of the orchestra)
- Woodwind
- Brass
- Percussion

- **Learning objectives:**
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 1: List the orchestral instruments that belong to each family.

Strings

Violin

Viola

Cello

Double-Bass

Woodwind

Flute

Clarinet

Oboe

Bassoon

Brass

Trumpet

French Horn

Trombone

Tuba

Percussion

Timpani

Xylophone

Bass Drum

Cymbals

Triangle

Snare Drum

Tambourine

- **Learning objectives:**
- To analyse the growth and development of the orchestra through time.
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Instruments of the Orchestra

- Like other inventions, musical instruments have developed over time and because of the introduction of new instruments the music in which they performed also changed to adapt to new capabilities.
- For the exam, you will need to be able to identify common orchestral instruments aurally so its important that you listen to as much classical music as you can.

- Learning objectives:

- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 2: The Orchestra

- Watch the following clips and look at how the orchestra has changed over the periods of time.
- Make notes about each in the task 2 section of your worksheet.

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- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 2: Baroque Orchestra

VIVALDI'S FOUR SEASONS



Monica Huggett, Artistic Director

*Recorded Saturday April 25, 2015
First Baptist Church, Portland, Oregon*

PORTLAND
BAROQUE
ORCHESTRA

- **Learning objectives:**
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 2: Classical Orchestra

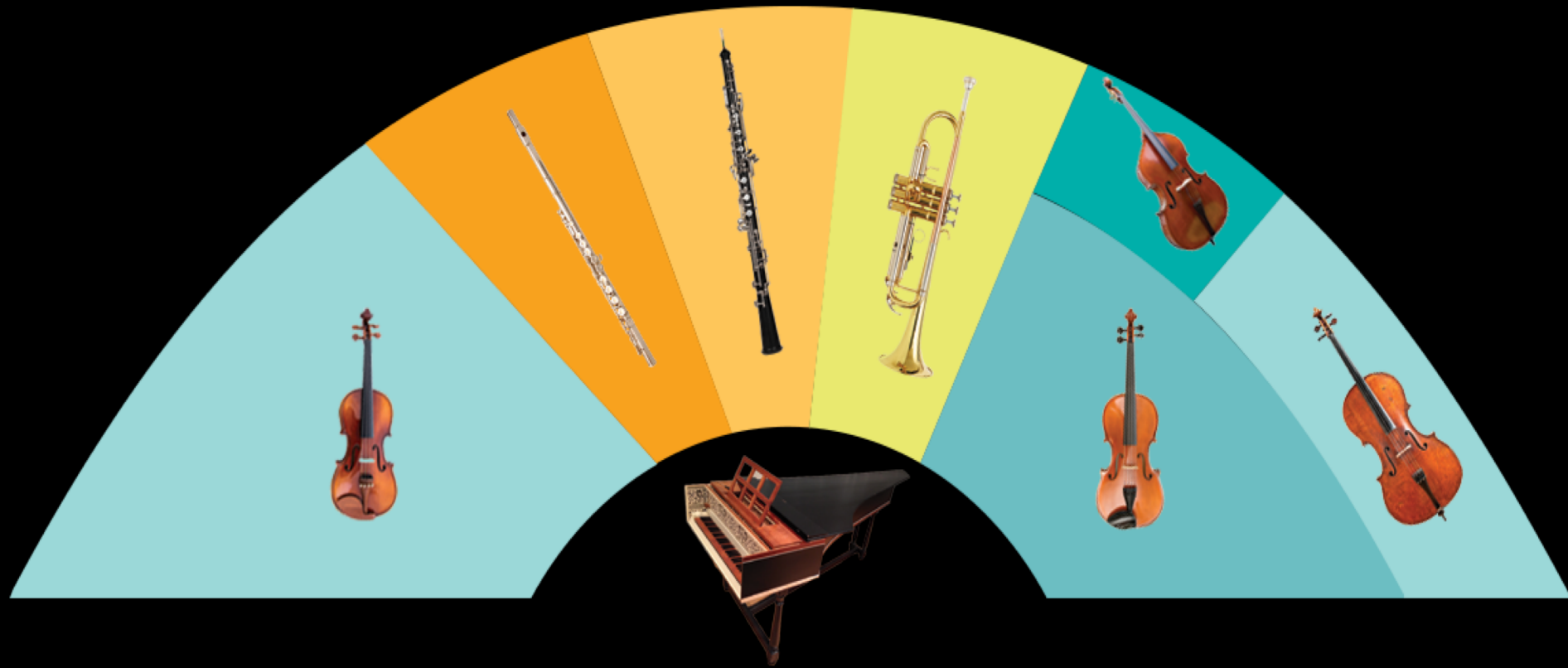
- Learning objectives:
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 2: Romantic Orchestra



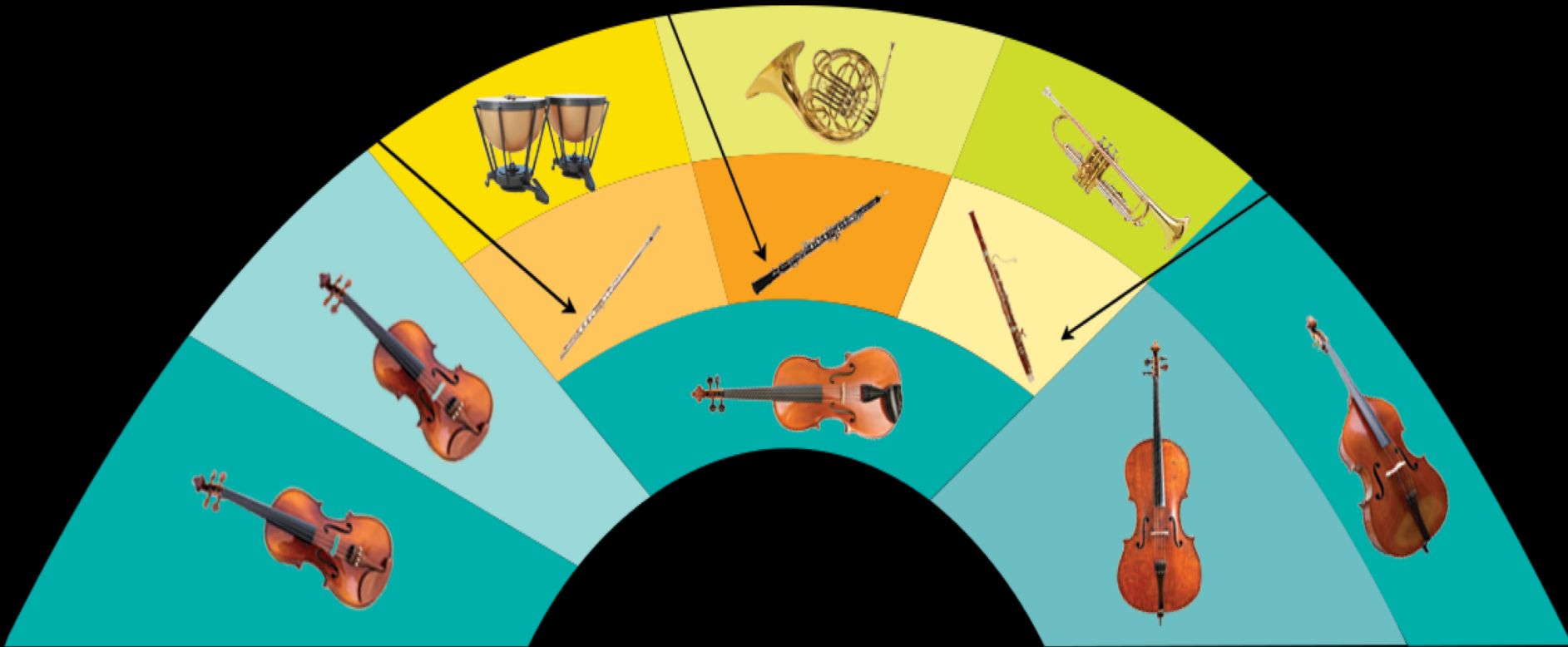
- Learning objectives:
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 3: Baroque Orchestra



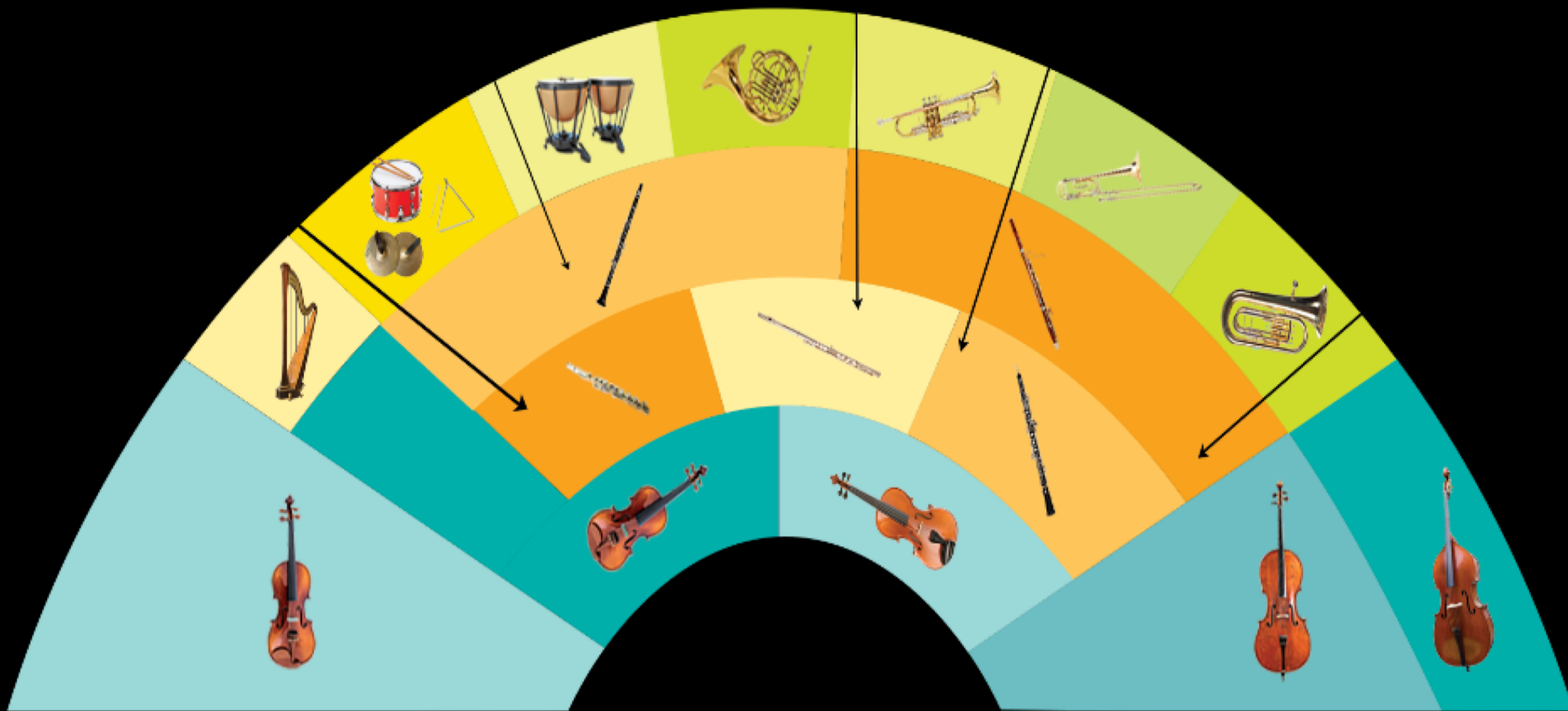
- Learning objectives:
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 3: Classical Orchestra



- Learning objectives:
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Task 3: Romantic Orchestra



- Learning objectives:
- To analyse the growth and development of the orchestra through time.
- The recognise some key features and sounds of each period of time.

Composers

- Baroque Period

Bach

Handel

Vivaldi

- Classical Period

Mozart

Beethoven

Haydn

- Romantic Period

Brahms

Rachmaninov

Tchaikovsky

- Learning objectives:

- To analyse the growth and development of the orchestra through time.
- To recognise some key features and sounds of each period of time.

Task 4: Descriptions

Use computers to do some research and find an overview of each style. Then, on your sheet, write a brief sentence explaining the difference between each period of time.

- **Progress indicators:**

Good	Outstanding
Identify instruments used and key features of the style.	Relate the features to the musical elements and use specific musical vocabulary.

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- To analyse the growth and development of the orchestra through time.
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Task 4: Descriptions

- Baroque – melodies can be quite long, lots of ornamentation (decoration), use of sequences and great contrast in dynamics.
- Classical – clear melody and accompaniment, gradual change in dynamics, balanced phrases, simple harmonies
- Romantic – tempo/time signature might change, solo virtuosic/difficult parts, loud/powerful or emotional melodies, interesting harmonies

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Task 5: Listening

- You will hear 10 tracks of music from either the Baroque, Classical or Romantic period.
- Using the brief explanations of the periods of time decide which piece comes from which period.

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