

FANFARES

This course gives students a chance to understand and read the treble clef, play basic triads and understand triplets and the rule of harmonics.

RESOURCES: Brass instruments, KS3 listening tests, keyboards, music stands, drums and percussion instruments, Mp3 recorders, VLE, IWB, classroom PA speakers and *AFL* tracking sheets.

LESSON 1:

LO: Explore and understand the key features of a fanfare

Starter: Play *Olympic fanfare and theme* and discuss features

LESSON 2:

LO: Explore the ingredients and compose your own fanfare for a special occasion.

Starter: Triplet rhythmic starter

LESSON 3:

LO: Understand the use of percussion in supporting the fanfare. (How to arrange your fanfare.)

Starter: Drum roll warm up

LESSON 4:

LO: Rehearsing, performing, recording and assessment.

Starter: How to perform to the class

ASSESSMENT CRITERIA

Level 3

- You use a limited number of notes and instruments but get across a very simple musical idea.

Level 4

- Understand that Fanfares introduce people, things or events
- Perform the Player 1 part of "The Last Post" using the correct notes and using the musical pause sign.
- Understand that imitation is a form of musical "copying"
- Perform one of the parts in a three-part Fanfare using imitation
- Understand why composers are commissioned to write music to enhance a special event
- Contribute towards a group Fanfare composition adding some ideas and selecting and combining appropriate sounds/timbres

Level 5 Your fanfare is bold and striking as well as convincing.

- Understand that a Fanfare makes us listen and acts as a form of musical introduction in different venues, times, places and contexts correctly matching venues to different fanfares.
- Perform the notes of the Harmonic Series on a carefully chosen tone/timbre suitable to the occasion of a Fanfare
- Improvise melodically using your chosen notes
- Perform the Player 2 or 3 parts of “The Last Post” using the correct pitch and rhythms as part of a group performance
- Identify imitation as a musical feature in fanfares where one part enters after another in sequence
- Perform all of the parts in a three-part Fanfare using imitation
- Describe some of the factors which composers need to consider when writing commissioned music, like a Fanfare, for special events
- Take on a more active role in a group Fanfare composition such as composing and recording a melody using the notes of the harmonic series which can be used in imitation

Level 6/7 Your fanfare is musically intelligent.

- Understand that a Fanfare is designed to make people take notice or provide a social expectation to respond in a set way being aware of the elements needed to make this happen.
- Create stylistic melodic improvisations with a carefully chosen tone/timbre to achieve the intended affect of a Fanfare
- Compare and contrast musical features in different fanfares
- Perform a number of Fanfares and explore how these can be performed using imitation
- Take on a leading role in organising an effective group Fanfare composition using a number of melodies performed using imitation and other instruments, sounds and timbres to create a well-structured piece suited for the special event with awareness of context, venue and the audience.