MUSIC REMOTE WORKING 2020-21: TERM 5

If you are absent from school, for example because you are self-isolating, you should aim to complete the tasks below in each week in addition to the home learning activities posted on Class Charts.

YEAR 7

Week Commencing	Activities
20/4/21	Complete this online music lesson https://classroom.thenational.academy/lessons/what-is-the-role-of-chords-c9hk6c
26/4/21	Complete this online music lesson https://classroom.thenational.academy/lessons/how-do-chords-help-us-to-identify-reggae-6nk3gd
3/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/which-are-the-most-useful-chords-6cupcr
10/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/how-can-secondary-chords-be-introduced-in-an-accompaniment-cgrk6r
17/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/how-can-we-play-in-a-virtual-band-69jp8e
24/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/how-are-pop-songs-constructed-64ukct

YEAR 8 (Students alternate between 1 or 2 lessons a week on a fortnightly timetable so unable to give dates for week commencing)

Week Commencing	Activities
Lesson 1	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 1: 1. TODAYS FOCUS – STACCATO AND LEGATO ARTICULATION 2. Draw your first scene – this should be a simple scene, very colourful. E.g. The seaside with lots of vegetation and colourful aquatic life.

	3. Describe your scene and what happens during this level – what is the aim for the main character in order to reach the next level? 4. Design your hero character – lots of bright colours, should be fairly small in comparison to your villain character whom you will design next lesson.
Lesson 2	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 2: 1. TODAYS FOCUS - SYNCOPATION 2. Draw your second scene - this should be a little more complex than your first scene, a bit darker in colour in comparison to your first scene. E.g. The jungle with lots of green trees of different shades and maybe some 'beasts' or general animals to fill the space. 3. Describe your second scene and what happens during this level – what is the aim for the main character now in order to reach the highest and final level? 4. Design your villain character – lots of dark colours, should be larger than your hero character.
Lesson 3	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels

	• Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 3: 1. TODAYS FOCUS – CHROMATIC MOVEMENT 2. Draw your third and final scene - this should be very complex, very dark in colour in comparison to your other scenes. E.g. A cave with lots of bats flying around, cobwebs and spiders to make the space seem very small and tight. 3. Describe your third and final scene and what happens during this level – what is the aim for the main character now in order to win the prize (whatever that may be)? 4. Design any supporting characters and the ultimate prize for the hero to win at the end.
Lesson 4	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 4: 1. TODAYS FOCUS – CONJUNCT AND DISJUNCT MOVEMENT 2. Using the chords, bassline and beats on Ableton in 'The Playground', compose your backing track for your first scene. Remember this needs to be simple! It should be colourful and bright so make sure you use major chords and make it sound 'sprightly'! 3. Notate this down into your booklet for future reference under the 'first scene'.

	4. Using the chords, bassline and beats on Ableton in 'The Playground', compose your backing track for your second scene. This is when you can start using original ideas but changing/varying some or all parts e.g. some minor chords, slower tempo, longer-in-duration bassline etc. 5. Notate this down into your booklet for future reference under the 'second scene'. 6. Using the space provided in your booklets, describe the music using the musical elements (DR P SMITH) to define your answer for both your first and second scene. Why did you use the elements that you did? What effect does this have on the 'player' or audience of your game?
Lesson 5	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 5: 1. TODAYS FOCUS – ASCENDING and DESCENDING PITCH 1. Using the chords, bassline and beats on Ableton in 'The Playground', compose your backing track for your third and final scene. Maybe you could make this scene sound more minor to represent danger and the difficulty of the level? You can use original ideas but change/vary some or all parts e.g., mostly minor chords, slow or really fast tempo (or both!), legato or staccato bassline etc. 2. Notate this down into your booklet for future reference under the 'third scene'. 3. Using the space provided in your booklets, describe the music using the musical elements (DR P SMITH) to define your answer for both your third and final scene. Why did you use the elements that you did? What effect does this have on the 'player' or audience of your game?

Lesson 6	**Y8 Video Game Music Remote Learning**
	This will be a project over the next 6 weeks of Term 5.
	You will be:
	• Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game.
	• Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels
	• Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative).
	• Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative).
	This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence.
	Lesson 6:
	1. TODAYS FOCUS – MAJOR AND MINOR TONALITY
	2. Using the 'melody' section of Ableton music OR ChromeSongMaker, compose a leitmotif for your video game hero character – this should be major to resemble your character being 'good'. If you need some ideas, listen to some 'hero leitmotifs' from films or video games. This leitmotif should be fairly short in length but must be *grand*. Think about the musical elements to help put a leitmotif together: DR P SMITH.
	3. Notate this into your booklet by shading the relevant boxes you used on Ableton – this is the method to remembering your hero leitmotif for the remainder of our lessons.
	4. Using the space provided in your booklets, describe the music using the musical elements (DR P SMITH) to define your answer. Why did you create the leitmotif that you did? What was your reasoning behind each thing?
Lesson 7	**Y8 Video Game Music Remote Learning**
	This will be a project over the next 6 weeks of Term 5.
	You will be:
	• Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game.
	• Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels
	• Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative).

	• Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 7: 1. TODAYS FOCUS – ARPEGGIO MOVEMENT 2. Using the 'melody' section of Ableton music OR ChromeSongMaker, compose a leitmotif for your video game villain character – this should be minor to resemble your character being 'bad'. If you need some ideas, listen to some 'villain leitmotifs' from films or video games. This leitmotif should be fairly short in length but must be *eerie* and *dark*. Think about the musical elements to help put a leitmotif together: DR P SMITH. 3. Notate this into your booklet by shading the relevant boxes you used on Ableton – this is the method to remembering your villain leitmotif for the remainder of our lessons. 4. Using the space provided in your booklets, describe the music using the musical elements (DR P SMITH) to define your answer. Why did you create the leitmotif that you did? What was your reasoning behind each thing?
Lesson 8	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 8: 1. TODAYS FOCUS – PEDAL BASS NOTES and USING NOTES FROM CHORDS TO FORM BASSLINE 2. Put all three scenes together with your leitmotif now. See what changes need to be made. Make the appropriate changes into your booklet as well. 3. Design the 'winnings' for the hero for the end of the game – this could be a trophy, money or equivalent to make the game worthwhile.

	4. Compose a short leitmotif / sound effect for when the hero wins the prize.
	5. Write this into your booklets as well.
	6. If you don't have a lesson 9, export the music and send it to your teacher! Send photographs of your completed booklet to your teacher as well so they can visualise your game as they listen to your video game music composition.
Lesson 9	**Y8 Video Game Music Remote Learning** This will be a project over the next 6 weeks of Term 5. You will be: • Drawing 3 scenes, all contrasting to represent the different 'levels' (e.g. a desert, the snowy mountains, and the jungle) in which to set to the scene for your video game. • Creating music using the Ableton website, which you should remember from Term 2 *Electronic Music*, to play in the background of your video game. This will need to change when your scenes/levels • Design your own 2 main characters - one hero (major, positive) and one villain (minor, negative). • Compose a 'leitmotif' or 'ground theme' for your main 2 characters – one hero (major, positive) and one villain (minor, negative). This will all be notated / recorded down into the booklet provided. Use it as a diary for your progress as this will be the whole project evidence. Lesson 9: 1. This is the time to refine everything. Make sure everything is as you want it to be. Make sure everything is clear, concise and there is lots of necessary detail in your descriptions of the music. 2. Export the music and send it to your teacher so they can hear it. 3. Send photographs of your completed booklet to your teacher as well so they can visualise your game as they listen to your video game music composition. Lesson 9: 1. This is the time to refine everything. Make sure everything is as you want it to be. Make sure everything is clear, concise and there is lots of necessary detail in your descriptions of the music. 2. Export the music and send it to your teacher so they can hear it. 3. Send photographs of your completed booklet to your teacher as well so they can visualise your game as they listen to your video game music composition.

YEAR 9

Week Commencing	Activities

20/4/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-understand-how-john-lennon-employed-melody-to-communicate-the-lyrics-of-his-song-imagine-6gvp2d
26/4/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-understand-how-and-why-tempo-metre-and-rhythm-choices-help-to-communicate-the-message-of-a-song-cmvp2c
3/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-understand-how-john-lennon-employed-texture-tonality-and-harmony-in-his-protest-song-imagine-6xj36c
10/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-understand-song-structure-and-the-roles-in-a-band-ccvkgc
17/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-understand-how-drum-patterns-can-communicate-different-song-styles-6hh38t
24/5/21	Complete this online music lesson https://classroom.thenational.academy/lessons/to-explore-voicing-and-accompaniment-style-of-chords-6xk36d