

## MUSIC REMOTE WORKING 2020-21: TERM 2

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   |
|-----------------|--|
| 2/11/20         | <p><b>I've Got Rhythm</b><br/> <b>Starter:</b> Choose 3 pieces of music (1 popular, 2 classical – use You Tube to help you) and try to clap a steady pulse while they are playing.<br/> <b>Main:</b> Listen to the <b>audio track The Rite of Spring</b>. Now have a look at the <b>sheet The Rite of Spring</b> and see if you can clap each of the individual parts. Can you get members of your family to clap a rhythm each (can you teach them their rhythm?) and then perform the piece as a group.<br/> <b>Plenary:</b> Find out the meaning of the following words and write them in your exercise book: Crotchet, quaver, Minim, Semibreve, Semiquaver</p>                                  |
| 9/11/20         | <p><b>I've Got Rhythm II</b><br/> <b>Starter:</b> watch the following YouTube clip<br/> <a href="https://www.youtube.com/watch?v=9aLbIpc1mcg">https://www.youtube.com/watch?v=9aLbIpc1mcg</a><br/> <b>Main:</b> Using the <b>Sevens sheet</b> have a go at learning all of the rhythms. Follow the instructions to help you. Complete the composition task on the second half of the sheet.<br/> <b>Plenary:</b> Get someone to record your performance of your piece and send it in to your teacher</p>   |
| 16/11/20        | <p><b>I've Got Rhythm III</b><br/> <b>Starter:</b> Use the internet to find the definition of <b>POLYRHYTHM</b> and write this in your exercise book<br/> <b>Main:</b> Read through the sheet about <b>note values</b> and copy the table into your book. Listen to the piece The Viennese Musical Clock on You Tube<br/> <a href="https://www.youtube.com/watch?v=R0ws0tATJLg">https://www.youtube.com/watch?v=R0ws0tATJLg</a> and answer the questions on the sheet provided.<br/> <b>Plenary:</b> Work out the sums on the <b>Musical Maths sheet</b></p>   |
| 23/11/20        | <p><b>I've Got Rhythm IV</b><br/> <b>Starter:</b> Use the internet to find definitions for the following words and write them in your book: <b>PULSE, OSTINATO</b><br/> <b>Main:</b> Look at the <b>Curry House Rhythms sheet</b> and try to clap the rhythms of each Indian dish, use the rhythm of the words to help you. Once you have done this, listen to the <b>audio</b> and see if you can work out what dishes have been ordered. Choose one or two of the rhythms and clap repeatedly to form an ostinato<br/> <b>Plenary:</b> Choose 2 of your favourite foods and see if you can work out the durations that go with the words (like <i>chick-en Bal-ti</i> is equal to 4 crotchets)</p> |
| 30/11/20        | <p><b>I've Got Rhythm V</b></p>  |

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|          | <p><b>Starter:</b> Have a look at the <a href="#">key words definition 1 sheet</a> and write or draw the definitions in your book</p> <p><b>Main:</b> Look at the <a href="#">Rhythms of the Weather sheet</a> and match each weather to the rhythm it goes with write them in the correct columns. Can you clap each of the rhythms?</p> <p><b>Plenary:</b> Complete the <a href="#">review of learning sheet</a></p>   |
| 7/12/20  | <p><b>I've Got Rhythm VI</b></p> <p><b>Starter:</b> look at the <a href="#">Train Stations starter sheet</a> and write the stations in the correct column according to the rhythm of the words</p> <p><b>Main:</b> choose a line on the <a href="#">Underground map</a> and select stations that have interesting rhythms. Try chanting these rhythms in different orders until you find an order that you like. Once you have done this, create your own score of your piece. It could be a drawing of a train line with the stations in order written on it or in a grid or on a musical stave. Remember to try and write the musical rhythm that goes with the station e.g. Baker-loo = </p> <p><b>Plenary:</b> Make your Underground Music Score colourful and eye catching</p> |
| 14/12/20 | <p><b>I've Got Rhythm VII</b></p> <p><b>Starter:</b> Complete the <a href="#">review of learning lesson 7 sheet</a></p> <p><b>Main:</b> Read through the <a href="#">Watch The Time music theory sheet</a> and see if you can answer the questions on the second sheet. Use the internet to help you if you get stuck.</p> <p><b>Plenary:</b> Watch the You tube clip <a href="https://www.youtube.com/watch?reload=9&amp;v=uKgJK02e9IA">https://www.youtube.com/watch?reload=9&amp;v=uKgJK02e9IA</a> Brooms by Stomp. How important is rhythm in this piece?</p>  |

## YEAR 8

| Week Commencing | Activities  |
|-----------------|---|
| 2/11/20         | Complete the online lesson <a href="#">To be able to understand the role of a DAW in music creation to create and displace drum patterns</a>  |
| 9/11/20         | Complete the lessons in the beats chapter on Ableton Online: <a href="https://learningmusic.ableton.com/make-beats/make-beats.html">https://learningmusic.ableton.com/make-beats/make-beats.html</a>                                  |
| 16/11/20        | Complete the lessons in the Notes & Scales chapter on Ableton Online: <a href="https://learningmusic.ableton.com/notes-and-scales/notes-and-scales.html">https://learningmusic.ableton.com/notes-and-scales/notes-and-scales.html</a> |
| 23/11/20        | Complete the lessons in the chord chapter on Ableton Online: <a href="https://learningmusic.ableton.com/chords/chords.html">https://learningmusic.ableton.com/chords/chords.html</a>  |
| 30/11/20        | Complete the lessons in the bassline chapter on the Ableton Online Website: <a href="https://learningmusic.ableton.com/make-basslines/make-basslines.html">https://learningmusic.ableton.com/make-basslines/make-basslines.html</a>   |

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| 7/12/20  | <p>Students compose a piece using all the elements they have learnt about so far in the playground sections of Ableton Online: <a href="https://learningmusic.ableton.com/the-playground.html">https://learningmusic.ableton.com/the-playground.html</a></p> <p>The composition needs to include the following parts:</p> <ul style="list-style-type: none"> <li>•Beats</li> <li>•Basslines</li> <li>•Chords</li> <li>•Melodies</li> </ul> |
| 14/12/20 | <p>Read through the information on the BBC Bitesize Website for 'Music Technology' and complete the end of unit quiz.</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zvs692p/revision/1">https://www.bbc.co.uk/bitesize/guides/zvs692p/revision/1</a></p>   |

## YEAR 9

| Week Commencing | Activities  |
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| 2/11/20         | <p><b>Starter</b><br/>Read the 'Riffs Information Sheet'.</p> <p><b>Main</b><br/>Write the definition for Riff and Ostinato down. Answer the questions on the Information sheet.</p> <p><b>Plenary</b><br/>Listen to the songs Seven Nation Army by the White Stripes <a href="https://www.youtube.com/watch?v=0J2QdDbelmY">https://www.youtube.com/watch?v=0J2QdDbelmY</a> and Iron Man by Black Sabbath <a href="https://www.youtube.com/watch?v=8aQRq9hhekA">https://www.youtube.com/watch?v=8aQRq9hhekA</a> and identify the riff.</p>  |
| 9/11/20         | <p><b>Starter</b><br/>Watch the video on 'Hooks' <a href="https://www.bbc.co.uk/programmes/p01dv0vt">https://www.bbc.co.uk/programmes/p01dv0vt</a> and read the 'Hooks Information Sheet'.</p> <p><b>Main</b><br/>Write down the definition of the three different types of Hook.<br/>Use the 'Creating Musical Hooks Sheet' and make your own 'verbal hook' by creating lyrics that repeat.</p> <p><b>Plenary</b><br/>Listen to Ed Sheeran's 'Shape of You' and identify the following parts: Hook, Riff, Melody, Chords, Bassline and Drum beat<br/><a href="https://www.youtube.com/watch?v=JGwWNGJdvx8">https://www.youtube.com/watch?v=JGwWNGJdvx8</a></p> |
| 16/11/20        | <p><b>Starter</b><br/>Read the 'Repeated Musical Pattern Information Sheet'.</p> <p><b>Main</b><br/>Complete the 'Hooks and Riffs in Popular Music' Worksheet.</p> <p><b>Plenary</b><br/>Summarise up what you have learnt today in under 1 minute so you could explain it to the class.</p>  |

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| 23/11/20 | <p><b>Starter</b><br/>Listen to the two recordings of 'Stand by Me' Write about the Style, Tempo, Instruments and Vocals in each. <a href="https://www.youtube.com/watch?v=hwZNL7QVjJE">https://www.youtube.com/watch?v=hwZNL7QVjJE</a><br/><a href="https://www.youtube.com/watch?v=hmUcvyypAg8">https://www.youtube.com/watch?v=hmUcvyypAg8</a></p> <p><b>Main</b><br/>Complete the 'Clefs and Repeat Symbols' Worksheet.</p> <p><b>Plenary</b><br/>Write a 'tweet' summarising your learning from the 'Clefs and Repeat Symbols Worksheet' in no more than 140 characters.</p>                                      |
| 30/11/20 | <p><b>Starter</b><br/>Write down how a 'Hook' is different from a 'Riff'.</p> <p><b>Main</b><br/>Write out the definition and symbols of the Keywords: Riff, Treble Clef, Chords, Hook, Repeat Symbol and Melody. Complete the 'Hooks and Riffs Crossword'.</p> <p><b>Plenary</b><br/>How could what you have learnt about this topic link to other subjects? Think of three other subjects that might teach about repetition and patterns.</p>  |
| 7/12/20  | <p><b>Starter</b><br/>Watch the clip of a Career in Songwriter and think about their roles and responsibilities <a href="https://www.bbc.co.uk/bitesize/articles/zdkn6v4">https://www.bbc.co.uk/bitesize/articles/zdkn6v4</a> Write down 3 things you have learnt about this career.</p> <p><b>Main</b><br/>Use the website 'Ableton Online' to compose your own Bass Riff<br/><a href="https://learningmusic.ableton.com/make-basslines/play-with-basslines.html">https://learningmusic.ableton.com/make-basslines/play-with-basslines.html</a></p> <p><b>Plenary</b><br/>Write down the notes in your bass riff.</p> |
| 14/12/20 | <p><b>Starter</b><br/>Is it possible to write a song or piece of music without ever repeating anything? Think about this question and be able to justify your answer.</p> <p><b>Main</b><br/>Read the 'Knowledge Organiser' and create a mind map summary of all the keywords and information. It must include be colourful and clear for revising.</p> <p><b>Plenary</b><br/>Summarise the knowledge that you have gained from your learning on hooks and riffs this topic into 5 sentences. Reduce to 5 words. Now reduce to 1 word.</p>   |