

## MUSIC REMOTE WORKING 2020-21: TERM 4

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
22/02/21	<p><b>Instruments of the World Lesson 1 PPT</b></p> <p>Starter: Look at slide 1 in the power point and answer the questions that are on slide 2 in your exercise books</p> <p>Main: Have a go at playing Viva La Vida on either a 'real' or virtual instrument-choose a string setting e.g. violin, viola, cello etc</p> <p>Plenary: Watch the BBC National Orchestra of Wales video <a href="https://youtu.be/MP2_6OLummA">https://youtu.be/MP2_6OLummA</a> about the string family and answer the questions in your exercise books</p>
1/03/21	<p><b>Instruments of the World lesson 2 PPT</b></p> <p>Starter: Go to the website: <a href="https://insidetheorchestra.org/musical-games/?fbclid=IwAR2LM04oldn2vvGyldZHMp7EgnYz7Css6qhzIhozIkcP0ifbKhZ5zu7e0-Y">https://insidetheorchestra.org/musical-games/?fbclid=IwAR2LM04oldn2vvGyldZHMp7EgnYz7Css6qhzIhozIkcP0ifbKhZ5zu7e0-Y</a></p> <p>Play through the woodwind and string instruments and then have a go at the quiz</p> <p>Main: Watch the BBC National Orchestra clip about the woodwind family <a href="https://youtu.be/KEt1Mm8sSkA">https://youtu.be/KEt1Mm8sSkA</a> and then answer all the questions on the woodwind sheet, including the listening task</p> <p>Plenary: Which instrument is the odd one out and why?</p>
8/03/21	<p><b>Instruments of the World lesson 3 PPT</b></p> <p>Starter: Watch Uptown Funk by the Funky Dawgz Brass band and think about which instruments are the odd ones out and why?</p> <p>Main: Have a go at learning to play 'Gonna Fly Now' from Rocky. Use a 'real' or virtual instrument</p> <p>Plenary: Watch BBC National Orchestra of Wales clip <a href="https://youtu.be/yE0aSxziNdY">https://youtu.be/yE0aSxziNdY</a> and write about the Brass Family in your exercise book</p>
15/03/21	<p><b>Instruments of the World Lesson 4 PPT</b></p> <p>Starter: Complete the Fanfare for the Common Man graphic Score task (track on class charts)</p> <p>Main: Watch the BBC National Orchestra of Wales Percussion clip <a href="https://youtu.be/xGKpngesISl">https://youtu.be/xGKpngesISl</a> and write about the instruments in your books. Then find out the names of the other percussion instruments on the powerpoint and write whether they are tuned or untuned</p> <p>Plenary: Career Stop – Arlo Parks</p>
22/03/21	<p><b>Instruments of the World Lesson 5 PPT</b></p> <p>Starter: Write the definitions of the following key words in your books:</p>

	<p>Ostinato, Syncopation, Djembe, Call and Response, Polyrythm, Improvisation</p> <p>Main: Watch Flipping Fantastic  <a href="https://www.youtube.com/watch?v=lqZkm3iHXUo">https://www.youtube.com/watch?v=lqZkm3iHXUo</a></p> <p>African Drumming and then draw and label a picture of a Djembe drum in your books.</p> <p>Plenary: Listen to the African Drumming piece and think about how important Call and Response is in the extract</p>
29/03/21	<p><b>Instruments of the World Lesson 6 PPT</b></p> <p>Starter: Listen to the extract of music and think about the importance of rhythm in this piece of music</p> <p>Main: Watch the flipping Fantastic clip about Samba music:  <a href="https://youtu.be/Eq3RRGIG86Q">https://youtu.be/Eq3RRGIG86Q</a> and read through the information on the slide. Then complete the crossword attached to classcharts</p> <p>Plenary: Read through the information in your exercise book about instruments of the world starting from week 1, string instruments. Then complete the FORMS quiz about all the instruments you have learned about this term</p>

**YEAR 8 - PLEASE NOTE SOME LESSONS MAY TAKE LONGER THAN OTHERS. SOME STUDENTS WILL STRUGGLE WITH THE AMOUNT. PLEASE ENCOURAGE STUDENTS TO COMPLETE AS MUCH AS THEY CAN WITHIN THE ONE HOUR SLOT AND SUBMIT WHAT THEY DID.**

Week Commencing	Activities
22/02/21 Lesson 1	<p>Musicals</p> <p><b>LESSON 1 – Follow the PowerPoint step by step</b></p> <p>STARTER</p> <ol style="list-style-type: none"> <li>1. 'What is a <i>Musical</i>?' – write your answer down (without doing any research!) into your exercise books in your own words.</li> </ol> <p>MAIN</p> <ol style="list-style-type: none"> <li>1. Research what a <i>Solo</i>, <i>Duet</i>, <i>Chorus</i> and <i>Ensemble</i> is in a musical.</li> <li>2. Write down your full definitions into your exercise books.</li> <li>3. Copy the answers from the PowerPoint once you have written your own definition down underneath or next to your own original definition.</li> </ol> <p>PLENARY – as explained on the PowerPoint</p> <ol style="list-style-type: none"> <li>1. For the listening task, draw the table from the PowerPoint into your books and label as appropriate.</li> <li>2. Using the links provided, listen to the four musical songs from the table.</li> <li>3. Whilst you are listening to each individual song, use the PowerPoint to help you write your answers in the relevant table boxes: <ul style="list-style-type: none"> <li>• Under '<i>Type of Song</i>', write whether it is a solo, duet, chorus or ensemble.</li> <li>• Under '<i>Storyline of Song</i>', explain in a few words what is the song about.</li> <li>• Under '<i>Emotions</i>', write what emotions are being portrayed through the song.</li> <li>• Under '<i>Instruments</i>', write what instruments are used to accompany the song.</li> </ul> </li> </ol> <p><a href="https://www.youtube.com/watch?v=UvyHuse6buY">https://www.youtube.com/watch?v=UvyHuse6buY</a> - Seasons of Love (Rent)</p>

	<p><a href="https://www.youtube.com/watch?v=FJ29Aq0KZy4">https://www.youtube.com/watch?v=FJ29Aq0KZy4</a> - Popular (Wicked)  <a href="https://www.youtube.com/watch?v=ZW0DfsCzfq4">https://www.youtube.com/watch?v=ZW0DfsCzfq4</a> - Summer Lovin' (Grease)  <a href="https://www.youtube.com/watch?v=1q82twrdr0U">https://www.youtube.com/watch?v=1q82twrdr0U</a> - Do You Hear The People Sing (Les Miserables)</p>
Lesson 2	<p>Musicals  <b>LESSON 2 – Follow the PowerPoint step by step</b>  <b>STARTER</b>  1. Name the 4 types of song in musicals from last weeks lesson – no peeking at your notes!</p> <p>MAIN – as explained on the PowerPoint  1. Write down the 4 keywords from the starter activity as subheadings into your books and leave 4-5 lines between each one.  2. Find 3 examples of each keyword you listed and write these into your books under the correct subheading. You may have to do some research for this.</p> <p>EXTENSION TASK  • Research, 'What is a <i>finale</i> in a musical?' and write down the definition into your books.</p> <p>PLENARY  1. Using the 20 different musicals listed in the PowerPoint, put them in order of oldest to newest of their first performance date on a timeline.</p>
Lesson 3	<p>Musicals  <b>LESSON 3 – Follow the PowerPoint step by step</b>  <b>STARTER</b>  1. Unscramble the keywords from the PowerPoint slide  Then read through the information on the slides to help you recap what you have already learned.</p> <p>MAIN 1 – as explained on the PowerPoint  1. Listen to '<i>Phantom of the Opera</i>' from Phantom of the Opera  2. Answer the questions on the slide whilst you listen to it. You may need to listen to it a couple of times.  <a href="https://www.youtube.com/watch?v=-JaeBxYCI9k">https://www.youtube.com/watch?v=-JaeBxYCI9k</a></p> <p>EXTENSION  • If you have a keyboard at home, learn to play '<i>The Phantom of the Opera</i>' on the keyboard. The music score is on the PowerPoint slide.</p> <p>MAIN 2  3. Write down the information about voices in Musicals into your books from the PowerPoint slide.  4. Write down the information about singing techniques into your books from the PowerPoint slide.</p> <p>PLENARY – as explained on the PowerPoint  1. For the listening task, draw the table from the PowerPoint into your books and label as appropriate.</p>

	<p>2. Using the links provided, listen to the two musical songs from the table.</p> <p>3. Whilst you are listening to each individual song, use the PowerPoint to help you write your answers in the relevant table boxes:</p> <ul style="list-style-type: none"> <li>• Under ‘<i>Type of Song</i>’, write whether it is a solo, duet, chorus or ensemble.</li> <li>• Under ‘<i>Storyline of Song</i>’, explain in a few words what is the song about.</li> <li>• Under ‘<i>Emotions</i>’, write what emotions are being portrayed through the song.</li> <li>• Under ‘<i>Instruments</i>’, write what instruments are used to accompany the song.</li> </ul> <p><a href="https://www.youtube.com/watch?v=O7-Qa92Rzbk">https://www.youtube.com/watch?v=O7-Qa92Rzbk</a>  <a href="https://www.youtube.com/watch?v=nbY_aP-alkw">https://www.youtube.com/watch?v=nbY_aP-alkw</a></p>
<p>08/03/21 Lesson 4</p>	<p>Musicals LESSON 4 STARTER</p> <ul style="list-style-type: none"> <li>• Using the Picture Quiz sheet, can you identify what the musical is based on the picture?</li> <li>• Give each one a guess, even if they’re completely wrong or you have no idea! (“Y8 Musicals Picture Quiz”)</li> </ul> <p>MAIN</p> <ul style="list-style-type: none"> <li>• Using the sheet, research each type of song keyword and find a musicals example from YouTube or another musical resource (e.g. Spotify, iTunes etc.).</li> <li>• Complete the sheet. (“Musicals – Key Words Research.doc”)</li> </ul> <p>PLENARY</p> <ul style="list-style-type: none"> <li>• Watch this YouTube video of ‘Hello’ from The Book of Mormon Musical.</li> <li>• Count how many times they say ‘Hello’ in English in the whole musical performance.</li> <li>• What’s your answer? <a href="https://www.youtube.com/watch?v=OKkLV1zE8M0">https://www.youtube.com/watch?v=OKkLV1zE8M0</a></li> </ul>
<p>Lesson 5</p>	<p>Musicals LESSON 5 STARTER</p> <ul style="list-style-type: none"> <li>• Using the sheet, listen to the following ten songs and decide whether you think they are taken from an <i>Opera</i> or a <i>Musical</i> by ticking the appropriate column.</li> </ul> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=tSsNFPk2vNA">https://www.youtube.com/watch?v=tSsNFPk2vNA</a></li> <li>2. <a href="https://www.youtube.com/watch?v=am-eexBY1og">https://www.youtube.com/watch?v=am-eexBY1og</a></li> <li>3. <a href="https://www.youtube.com/watch?v=Q_hLh4qCqpg">https://www.youtube.com/watch?v=Q_hLh4qCqpg</a></li> <li>4. <a href="https://www.youtube.com/watch?v=i7LYwE5FXF4&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=15">https://www.youtube.com/watch?v=i7LYwE5FXF4&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=15</a></li> <li>5. <a href="https://www.youtube.com/watch?v=M3S9B44dsE4&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=25">https://www.youtube.com/watch?v=M3S9B44dsE4&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=25</a></li> <li>6. <a href="https://www.youtube.com/watch?v=c-r2vu4t9-g">https://www.youtube.com/watch?v=c-r2vu4t9-g</a></li> <li>7. <a href="https://www.youtube.com/watch?v=pZcaf9GfyWs">https://www.youtube.com/watch?v=pZcaf9GfyWs</a></li> <li>8. <a href="https://www.youtube.com/watch?v=7Ff2pJMV9Es&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=29">https://www.youtube.com/watch?v=7Ff2pJMV9Es&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=29</a></li> </ol>

	<p>9. <a href="https://www.youtube.com/watch?v=ps52qEFiLbg&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=63">https://www.youtube.com/watch?v=ps52qEFiLbg&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=63</a></p> <p>10. <a href="https://www.youtube.com/watch?v=0Cd7s2ujr3c&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=91">https://www.youtube.com/watch?v=0Cd7s2ujr3c&amp;list=PLwS7A8zTLxVpeFe-Xvuh2zX_OYHBZZ5e7&amp;index=91</a>        (“Y8 Musicals Opera or Musical doc”)</p> <p>MAIN</p> <ul style="list-style-type: none"> <li>Using the mindmap attached and the internet, research the questions on the sheet and write down the answers you find.</li> </ul> <p>(“Y8 Musicals history fill in the blanks”)        (“Y8 Musicals History mindmap”)</p> <p>PLENARY</p> <ul style="list-style-type: none"> <li>Watch this YouTube video of ‘<i>Anything Goes</i>’ from <i>Anything Goes</i>.</li> <li>What style of dancing is featured in this song?</li> </ul> <p><a href="https://www.youtube.com/watch?v=i3b5XRd15KM">https://www.youtube.com/watch?v=i3b5XRd15KM</a></p>
Lesson 6	<p>Musicals Lesson 6 STARTER</p> <ul style="list-style-type: none"> <li>Fill in the blanks with the words at the bottom of the sheet to help you.</li> </ul> <p>(“Typical features cloze text”)</p> <p>MAIN</p> <ul style="list-style-type: none"> <li>Following all the instructions on the sheet, answer the questions to the best of your ability.</li> </ul> <p>(“West Side Story Sheet – Compatibility Mode”)</p> <p>PLENARY</p> <ul style="list-style-type: none"> <li>Watch this YouTube video of ‘History Has Its Eyes On You’ and ‘Yorktown (The World Turned Upside Down)’ from <i>Hamilton</i>.</li> <li>Fast forward to 2:14.</li> <li>What style of singing is prominent in this performance?</li> <li>And what is <i>Hamilton</i> about?</li> </ul> <p><a href="https://www.youtube.com/watch?v=b5VqyCQV1Tg&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=1">https://www.youtube.com/watch?v=b5VqyCQV1Tg&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=1</a></p>
22/03/21 Lesson 7	<p>Musicals LESSON 7 STARTER</p> <ul style="list-style-type: none"> <li>Read the information on the sheet and answer the questions at the bottom of the sheet.</li> </ul> <p>(“Y8 Musicals Chicago reading and questions”)</p> <p>MAIN</p>

	<ul style="list-style-type: none"> <li>• Watch the following YouTube performance of the song “One Day More”, from the musical Les Misérables, taken from the 1987 Royal Variety Performance: <a href="https://www.youtube.com/watch?v=kYsrAaat_Qo">https://www.youtube.com/watch?v=kYsrAaat_Qo</a></li> <li>• Answer the questions in the boxes as you watch and listen. Describe to the best of your ability.  (“Y8 Musicals Les Mis doc”)</li> </ul> <p>PLENARY</p> <ul style="list-style-type: none"> <li>• Watch this YouTube video of ‘Opening Up’ from Waitress.</li> <li>• What are they making?</li> <li>• And what is the venue in which the musical is based? <a href="https://www.youtube.com/watch?v=oAN3qyHfKOo&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=4">https://www.youtube.com/watch?v=oAN3qyHfKOo&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=4</a></li> </ul>
Lesson 8	<p>Musicals LESSON 8 STARTER</p> <ul style="list-style-type: none"> <li>• Match the key term to the correct definitions using an arrow  (“Types of Voice”)</li> </ul> <p>MAIN</p> <ul style="list-style-type: none"> <li>• Watch the YouTube link all the way through and answer the questions on the ‘The Story of Musicals’ sheet.</li> <li>• Answer the questions as you hear the answers being spoken in the video.  (“The Story of Musicals”) + <a href="https://www.youtube.com/watch?v=bBjntZmrXg0">https://www.youtube.com/watch?v=bBjntZmrXg0</a></li> </ul> <p>PLENARY</p> <ul style="list-style-type: none"> <li>• Watch this YouTube video of ‘I Wanna Rock’ and other songs from Rock of Ages.</li> <li>• Who is the famous special guest in the audience?</li> <li>• HINT: She was the lead in Cabaret many years ago... <a href="https://www.youtube.com/watch?v=dBI0DNn0g_c&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=12">https://www.youtube.com/watch?v=dBI0DNn0g_c&amp;list=PL2Awype1tGgW6YaX5X2BZQ_lpxjo7lZy4&amp;index=12</a></li> </ul>
Lesson 9	<p>Musicals Lesson 9 STARTER</p> <ul style="list-style-type: none"> <li>• Complete the wordsearch  (“Y8 Musicals wordsearch”)</li> </ul> <p>MAIN</p> <ul style="list-style-type: none"> <li>• Watch this YouTube link of a performance from the musical <i>Stomp</i>.</li> <li>• Listen carefully and answer the questions in the table on the main sheet. <a href="https://www.youtube.com/watch?v=BEtC0s543O4">https://www.youtube.com/watch?v=BEtC0s543O4</a>  (“Stomp the Musical”)</li> </ul> <p>PLENARY</p> <ul style="list-style-type: none"> <li>• Choose your favourite song from a Musical.</li> </ul>

	<ul style="list-style-type: none"> <li>• On the sheet provided, write the song title, the musical it is from, the type of song it is (solo, duet etc.), and who the composer was of the song/musical.</li> <li>• Once you have filled this part in, analyse the musical by answering the questions in the table about the music. You will need to be able to listen to the Musical. (“Musicals HW Sheet”)</li> </ul>
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## YEAR 9

Week Commencing	Activities
22/02/21	<p><b>Starter</b> Complete the start of lesson quiz.</p> <p><b>Main</b> Watch the Oak Academy ‘To be able to develop leitmotifs further to reflect changes in a character’s mood or situation’ Lesson and complete the activities. (35mins). <a href="https://classroom.thenational.academy/lessons/to-be-able-to-develop-leitmotifs-further-to-reflect-changes-in-a-characters-mood-or-situation-c9j30c">https://classroom.thenational.academy/lessons/to-be-able-to-develop-leitmotifs-further-to-reflect-changes-in-a-characters-mood-or-situation-c9j30c</a></p> <p><b>Plenary</b> Complete the end of lesson quiz.</p>
1/03/21	<p><b>Starter</b> Complete the start of lesson quiz.</p> <p><b>Main</b> Watch the Oak Academy ‘To understand the role of a DAW in music creation, and the difference between foley and sound effects’ Lesson and complete the activities. (34mins). <a href="https://classroom.thenational.academy/lessons/to-understand-the-role-of-a-daw-in-music-creation-and-the-difference-between-foley-and-sound-effects-74vk8t">https://classroom.thenational.academy/lessons/to-understand-the-role-of-a-daw-in-music-creation-and-the-difference-between-foley-and-sound-effects-74vk8t</a></p> <p><b>Plenary</b> Complete the end of lesson quiz.</p>
8/03/21	<p><b>Starter</b> Complete the start of lesson quiz.</p> <p><b>Main</b> Watch the Oak Academy ‘What is the difference between diegetic and non-diegetic sound?’ Lesson and complete the activities. (24mins). <a href="https://classroom.thenational.academy/lessons/what-is-the-difference-between-diegetic-and-non-diegetic-sound-69hk2c">https://classroom.thenational.academy/lessons/what-is-the-difference-between-diegetic-and-non-diegetic-sound-69hk2c</a></p>

	<p><b>Plenary</b> Complete the end of lesson quiz.</p>
15/03/21	<p><b>Starter</b> Complete the start of lesson quiz.</p> <p><b>Main</b></p> <p>Watch the Oak Academy 'To explore how an underscore can communicate a mood or setting, through instrumental sonorities and techniques' Lesson and complete the activities. (33mins).  <a href="https://classroom.thenational.academy/lessons/to-explore-how-an-underscore-can-communicate-a-mood-or-setting-through-instrumental-sonorities-and-techniques-6guk2d">https://classroom.thenational.academy/lessons/to-explore-how-an-underscore-can-communicate-a-mood-or-setting-through-instrumental-sonorities-and-techniques-6guk2d</a></p> <p><b>Plenary</b> Complete the end of lesson quiz.</p>
22/03/21	<p><b>Starter</b> Watch the video on 'Video Game Music'.  <a href="https://www.youtube.com/watch?v=aXnxGDxtff4&amp;list=PLNeHS3oeH242gKpGrZAA-xvafclOjjpw6&amp;index=17">https://www.youtube.com/watch?v=aXnxGDxtff4&amp;list=PLNeHS3oeH242gKpGrZAA-xvafclOjjpw6&amp;index=17</a></p> <p><b>Main</b> Read the information on Video Game Music on the bitesize website and watch the video: <a href="https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zdvt6v4">https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zdvt6v4</a></p> <p>Have a go at the composition task. If you have a piano app or instrument you can do this practically. If not can you write a description of the music you would compose and why you would decide on certain musical elements e.g. the music gets louder and higher as the tension increases.</p> <p><b>Plenary</b> Complete the bitesize exit quiz.</p>
29/03/21	<p><b>Starter</b> Go back through your notes on Film Music and revise all key vocab and information you have learnt.</p> <p><b>Main</b> Complete the Microsoft Forms Quiz. (You need to be logged into your Office 365 account to access it:  <a href="https://forms.office.com/Pages/ShareFormPage.aspx?id=ayU9EVqymUaKdjDv2tH8N5W_HgwUcadlIC3nndT_zwJURUFXSFITWdk1WThXU1NKQ0RNVEkzVFZYOS4u&amp;sha_retoken=xo28nctflWtghhgyg3rD">https://forms.office.com/Pages/ShareFormPage.aspx?id=ayU9EVqymUaKdjDv2tH8N5W_HgwUcadlIC3nndT_zwJURUFXSFITWdk1WThXU1NKQ0RNVEkzVFZYOS4u&amp;sha_retoken=xo28nctflWtghhgyg3rD</a></p> <p><b>Plenary</b></p>

Read the information on a Career in composing:

<https://www.bbc.co.uk/bitesize/articles/zm6wnrd>