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| **Subject: African Drumming** | **Year Group: 7** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **1) Understand what rhythm and pulse are.**  **2) Use rhythm and pulse to perform and repeat rhythms accurately.**  **3) Practise and perform Rhythms in time together.**  **4) Use our understanding of rhythm and pulse to compose our own rhythms.**  **5) Work as a group to compose, structure and perform our own piece of African drumming music.** | **Embed**:  1) Learn the meanings of the following Musical Elements: DR P SMITTH  2) Learn the meanings of the following Key terms  - Rhythm, Tempo, Texture, Pulse, Ostinato, Cycle, Djembe, Polyrhythms |
| **Apply:**  3) Practise the 6 rhythms located in your homework booklet. You will be asked to demonstrate these as an ostinato in your next lesson. |
| **Challenge/Interleaving:**  4)Listen to the pieces of music on doddle, and use the space in your homework booklet to write musically about what you hear.  Grade 1-2: List of instruments and what you think about it.  Grade 3-4: More descriptive and uses musical vocabulary for the dynamics, pitch, tempo and timbre.  Grade 5-6: Examples of Dynamics, Tempo, Pitch, Timbre and how the melody is used in the piece. Some reference to Texture, Structure, Tonality and Rhythm.  Grade 7-8: Examples tied in with use of all the musical elements. |
| **Improve/Go Green:**  5) Complete your performance self-assessment page in your workbooklet. |
| **Autumn 1 Assessment:**   1. Group Performance of African Drumming Composition. 2. Assessment questions in workbooklet 3. Spellings and definitions test on musical vocabulary. (QWC) | |

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| **Subject: Blues Music** | **Year Group: 8** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **1) Understand what the 12 bar blues are**  **2) Play the 12 bar blues sequence accurately and fluently.**  **3) Understand what a walking bass is and play it accurately and fluently.**  **4) Know the notes of the blues scale**  **5) Practise and perform the 12 bar blues and walking bass together**  **6) Let’s Dance – Structure and melody.** | **Embed:**  1) Learn the meanings of the following Musical Elements: DR P SMITTTTH  2) Learn the meanings of the following Keyterms: Blues, Chords, syncopation, walking bass, blues note, blues scale, improvisation, emotion, chord sequence. |
| **Apply:** |
| **Challenge/Interleaving:** 4)Listen to the pieces of music on doddle, and use the space in your homework booklet to write musically about what you hear.  Grade 1-2: List of instruments and what you think about it.  Grade 3-4: More descriptive and uses musical vocabulary for the dynamics, pitch, tempo and timbre.  Grade 5-6: Examples of Dynamics, Tempo, Pitch, Timbre and how the melody is used in the piece. Some reference to Texture, Structure, Tonality and Rhythm.  Grade 7-8: Examples tied in with use of all the musical elements. |
| Improve/Go Green |
| **Autumn 1 Assessment:**   1. Performance Assessment – Let’s Dance 2. Assessment Questions 3. Keywords and musical elements test | |

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| **Subject: Baroque Music** | **Year Group: 9** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Baroque Music**  Set work 1: J.S Bach’s Brandenberg Concerto No.5, Movement III Allegro 1721  Set Work 3: Henry Purcell’s *Music for a While*. 1692   1. Genre, context and keywords 2. Foundations of the piece. Timbre, Tonality, Rhythm, Structure 3. Special Features of the piece.   Ternary Form Composition   1. Genre, context and linking with KS3 work. 2. Circle of 5th’s , harmony and keys. 3. How to write a melody. 4. How to write accompaniment | **Embed**  1) Learn the meanings of the following keywords  Basso Continuo. Polyphonic, Concerto Grosso, Word Painting, Melisma, Syllabic, Soprano, Alto, Tenor, Bass, Ornament, Ritornello Form, Fugue |
| **Apply:**  2) Practise your Ternary Form techniques at home |
| **Challenge/Interleaving**  3) Listen to the following track provided on Doddle.  Your challenge homework consists of several different elements… do these to push to grade 8/9.   1. Listen to ‘The Trumpet Shall Sound’ and ‘For Unto us a Child is Born’ from Handel’s Messiah and identify any examples of Word Painting and melisma that you can hear. 2. What voice sings the solo part in ‘The Trumpet Shall Sound’? 3. What kind of work is Handel’s Messiah? 4. Listen to another piece by Purcell and compare it to ‘Music for a While’. (consider the instruments, the voices used, ornamentation and texture) |
| **Improve/Go Green**  5) Based on the feedback you have received on your Brandenburg questions & essay, you need to go green. To help you do this use the following:   * Teacher feedback * Mark scheme * Model student answer |
| **Autumn 1 Assessment:**   1. **Set Work Questions** 2. **Composition Progress Assessment** | |

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| **Subject: Popular Music** | **Year Group: 9** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Popular Music**  Set work 4: *Killer Queen* by Queen 1974  Set Work 7: *Release* by Afro Celt Sound System featuring Sinead O’Connor. 2001   1. Genre, context and keywords 2. Foundations of the piece. Timbre, Tonality, Rhythm, Structure 3. Special Features of the piece.   Popular Music Composition   1. Genre, context and linking with KS3 work. 2. Circle of 5th’s , chords and harmony. 3. How to form a chord sequence. 4. How to form a melody from a chord sequence. 5. Lyric writing 6. How to write accompaniment | **Embed**  1) Learn the spellings and meaning of the following musical elements. DR P A SMITTTTH  2)Learn the meanings of the following keywords  Verse, Chorus, Sample, Stanza, Lyrical, loops, multi-tracking, falsetto, syllabic, melisma, modal, synthesiser, drone, fusion, glam rock. |
| **Apply:**  4) Practise you solo performance pieces and keep an up-to-date log in your practise booklets. Bring these every lesson. 5) Research the meanings of the following words in your homework booklets and assign the correct musical element to them. Tonal, Atonal, Triad, Conjunct, Disjunct, Syncopation, Glissando, Accelerando, Rallentando, Sforzando, Smorzando, Sostenuto, Pedal, Drone, Cadence, Coda, Fanfare, Hurdy Gurdy, Solo, Concerto, Rubato, EQ, Reverb. |
| **Challenge/Interleaving**  3) Listen to the tracks provided on doddle and answer the questions in your homework booklet. |
| **Improve/Go Green**  6) Based on the feedback you have received on your Queen & ACS questions and essay, you need to go green and re-write the essay. To help you do this use the following:   * Teacher feedback * Mark scheme * Model student answer |
| **Autumn 1 Assessment:**  **Set Work Questions & QWC assessment**  **Solo Performance Assessment** | |

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| **Subject: GCSE Music** | **Year Group: 10** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| Week 1 – Homework booklet collection, Musical elements test, Performance practise and assessment – Practise Logbooks  Week 2 – Musical Elements test, Performance peer assessment, Practise logbooks TP GG  Week 3 – Performance Assessment Progress Check.  Week 4 – Harmonic Development – Circle of Fifths revision and Chord Sequences  Week 5 – Harmonic Development – Composing Chord sequences and forming structure  Week 6 – Composing using the chords – How to compose a melody. | **Embed**  1) Relearn the spellings and meanings for the musical elements  DR PA SMITTTTH (He lived in the 4T’s) |
| **Apply**  4) Use your knowledge of the musical elements to write an essay on Afro Celt Sound System |
| **Challenge/Interleaving**  5) Research and practise one of the following compositional devices on a Chord of C (CEG) (Homework Booklet) Sequence, Augmentation, Retrograde, Inversion, Arpeggio, Alberti Bass |
| **Improve/Go Green:**  2) Looks over the marks from your Summer Homework booklet, complete the go green tasks  3) Performance Assessment Feedback: Read over the comments from your Teacher and peers and plan out a rehearsal schedule for the next 3 sessions in your performance log. |
| **Autumn 1 Assessment:**   1. **Performance Progress Assessment 1 – 17th September** 2. **QWC Assessment W/B October 8th** | |

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| **Subject: GCSE Music** | **Year Group: 11** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Week 1 – Homework booklet collection, Musical elements test, Performance practise and assessment – Practise Logbooks & Harmony**  **Week 2 – Musical Elements test, Performance peer assessment, Practise logbooks TP GG & Tonality**  **Week 3 – Performance Assessment Progress Check & Harmony and Tonality Assessment**  **Week 4 – Set Work Revision**  **Week 5 – Practice Questions** | **Embed**  1) Learn the spellings and definitions of the following key terms:  Harmony, Chords, Pitch, Drone, Pedal, Ground Bass, Bass line, Figured Bass, stretto, tutti, sostenuto, free time, Falsetto, Vocoder, Microtonal. |
| **Apply:**  2) Afterschool composition sessions  Attend at least two afterschool sessions for your composition coursework |
| **Challenge/Interleaving**  5) Listening and Comparison question.  Listen to the two tracks on doddle and compare their similarities and differences. Use your essay plan and grading criteria to structure your writing. You are aiming for 12 marks. |
| **Improve/Go Green**  3) Looks over the marks from your Summer Homework booklet, complete the go green tasks  4) Performance Assessment Feedback: Read over the comments from your Teacher and peers and plan out a rehearsal schedule for the next 3 sessions in your performance log. |
| **Autumn 1 Assessment:** | |