

# Home-School Learning Collaboration – Music

<b>Topics in this cycle:</b> Music and Art	<b>Taught:</b> Spring 2	<b>Year Group:</b> 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<ul style="list-style-type: none"> <li> <b>Can I describe the music I am listening to using musical language?</b>                      Students find out about musical features and identify these features through listening.                      Listen 'with increasing discrimination and awareness' (ref. <i>National Curriculum for Music - Key Stage 3</i>), identifying instruments/sounds and other features using musical language.                 </li> <li> <b>Can I differentiate between different tonalities?</b>                      Students will learn about major, minor and chromatic music.                      Students will have the opportunity to apply the concepts of major, minor and chromatic in response to a given stimulus (Garfield Cartoon).                 </li> <li> <b>Can I use sounds to build up atmosphere at the start of my piece of music to accompany an 'Isle of The Dead' image?</b>                      Students will build knowledge of how to use the technical elements of pitch, tempo, dynamics and texture to compose initial ideas, using appropriate sounds.                 </li> <li> <b>Can I arrange sounds and layer textures to develop my piece of music?</b>                      Students will continue to plan, considering constructive and expressive ways of developing ideas further.                      Students will use instruments to help construct their music.                 </li> <li> <b>Can I focus on, and move to realise a conclusion for my composition?</b>                      Students will consider how their piece will end and the impact that this will have upon the listener.                      Students will realise their work taking the music as a means by which their ideas may be shaped, realised and may be expressed.                 </li> </ul>		<p>Online Virtual piano  <a href="#">Virtual Piano - Online Piano Keyboard</a>   <a href="#">OnlinePianist</a></p> <p>Creating music for film (composing music creatively)  <a href="#">Composing music for film - KS3 Music - BBC Bitesize</a> - <a href="#">BBC Bitesize</a></p> <p>Stimulus – Isle of the Dead  <a href="#">Isle of the Dead (painting) - Wikipedia</a></p> <p>Understanding Impressionist music:  <a href="#">Impressionist music: What is it? - BBC Bitesize</a></p> <p>Muses-core – Music composition software  <a href="#">Free music composition and notation software</a>   <a href="#">MuseScore</a></p> <p>Want to better understand music theory?  <a href="#">musictheory.net</a></p> <p>Impressionistic music for piano – some great ideas here  <a href="#">Impressionistic Piano Music</a>   <a href="#">Classic Music Compilation - YouTube</a></p> <p>How to write beautiful piano music  <a href="https://www.youtube.com/watch?v=aA6q7fPv5ao">https://www.youtube.com/watch?v=aA6q7fPv5ao</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Chord</b>	Many different pitches played together at the same time – at least two or more.	<b>Quality of musical outcome</b> – Students will be marked on their technical, constructive and expressive work.  <b>End of Unit test:</b> 30 minutes <ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Multiple choice</li> <li>• Extended writing</li> </ul>
<b>Triad-chord</b>	Three notes played together at the same time, but importantly; the root, third and fifth notes in any key. (1, 3, 5.)	
<b>Root note</b>	The home (lowest) note in a root-position triad chord. In this case, the name of the chord is the same as its lowest note.	
<b>Scale</b>	A scale is an set of pitches ascending (rising) or descending (falling) in order.	
<b>Major</b>	Has a major third above the tonic (first) note. Generally sounds positive.	
<b>Minor</b>	Has a minor third above the tonic (first) note. Generally sounds negative, or serious.	<b>Family Learning Opportunities</b>  Go to a concert at a music venue (such as Symphony Hall) or listen to a recording of some programme music and create a review, blog or podcast about the music you've heard. Try to link your thoughts to the musical elements.  Create a piece of music to describe something using instruments at home. You might make the instruments yourself (such as a soap-box bass, straw pan-pipes, empty bottles etc). Record the music on your phone.
<b>Motif</b>	A living thing that consumes (eats) another living thing for food, in order to get energy.	
<b>Pulse</b>	A regular beat. Gets faster and slower with a change of tempo, but is always regular.	
<b>Dynamics</b>	How music is expressed through changes in volume.	
<b>Timbre</b>	The way an instrument or voice sounds: e.g. bright/metallic, hollow/wooden etc.	
<b>Articulation</b>	Whether the music is played smoothly (legato) or detached (staccato)	
<b>Phrasing (music)</b>	A musician shapes a sequence of notes in a passage of music to allow expression.	
<b>Finger positioning</b>	Placing fingers effectively so that keys or frets can be played quickly - with no unnecessary movement.	
<b>Count-in</b>	Musicians set the pulse and tempo before the start of a piece by counting in all numbers in a bar before playing together on beat 1.	
<b>Rhythm</b>	Long and short note values are combined into a pattern.	