

# Home-School Learning Collaboration – Music

<b>Topics in this cycle:</b> Music: Song writing	<b>Taught:</b> Summer 1	<b>Year Group: 9</b>
<b>Key knowledge/concepts to be learnt ('Tell me about...')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<ul style="list-style-type: none"> <li> <b>Can we write about music using musical language from listening to four contrasting genres?</b>                      Listen with 'increasing discrimination and awareness' (ref. National Curriculum for Music - Key Stage 3), identifying instruments/sounds, features of the music and offer opinions on the music you hear.                 </li> <li> <b>How can we explain the relevance of the musical elements?</b>                      Identify the elements of music, and explain what these words mean; Express an opinion about what music is and does.                 </li> <li> <b>Can I write a simple melodic line for my verse and chorus, linking this to my lyrics?</b>                      Students will create two straightforward melodic lines for the chorus and verse using their understanding of musical theory and the musical components. They will take into account the melody's structure, repetitions, and so on.                 </li> <li> <b>Can I rehearse my composed-parts in preparation for the performances next week?</b>                      Students will bring all the knowledge gained together for the lesson to practice their chords / lyrics / melodic lines. Students will use lesson time productively to practice their songs.                 </li> <li> <b>Can I perform my song to a live audience?</b>                      Students will apply knowledge gained over the course of the Learning Journey to perform the song.                 </li> <li> <b>Can I summarise my learning in music?</b>                      Students will summarise their knowledge of previous Learning Journey's and the tasks completed for homework and other out-of-lesson learning.                 </li> </ul>		<p>Develop your songwriting career:  <a href="#">How to start a songwriting career   BBC Maestro</a></p> <p>How can I write a good chorus?  <a href="#">How to Write a Chorus: 7 Steps to Writing a Magnetic Chorus (musicianonamission.com)</a></p> <p>What is a hook?  <a href="#">Hook (music) - Wikipedia</a></p> <p>Writing song lyrics:  <a href="#">How to Write Song Lyrics – Berklee Online Take Note</a></p> <p>The Beatles - why they were such good songwriters (more advanced):  <a href="https://www.brianhartzog.com/beatles/beatles-songwriting.htm">https://www.brianhartzog.com/beatles/beatles-songwriting.htm</a></p> <p>The components of recorded music:  <a href="#">5 Essential timbres - production techniques</a></p> <p>Online Virtual piano:  <a href="#">Virtual Piano - Online Piano Keyboard   OnlinePianist</a></p> <p>Musiclab:  <a href="#">Chrome Music Lab (chromeexperiments.com)</a></p>

# Home-School Learning Collaboration – Music

Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Riff</b>	Like loops or ostinato, these are short musical ideas which repeat.	<p><b>Quality of musical outcome</b> – Students will be marked on their technical, constructive, and expressive work.</p> <p><b>Literacy test:</b> 30 minutes</p> <ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Multiple choice</li> <li>• Extended writing</li> </ul>
<b>Chord</b>	Many different pitches played together at the same time – at least two or more.	
<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.	Family Learning Opportunities
<b>Metronome</b>	A device that provides a regular pulse.	<p>Take an old magazine or a newspaper. Cut out the titles/headlines and keep them in one pile – for the chorus. Then cut out some of the most interesting articles and create a second pile – for the verse. Chop them up and combine them into new sentences and phrases.</p> <ul style="list-style-type: none"> <li>• Create a set of lyrics from these cuttings; aiming for at least one chorus and two verses.</li> <li>• The point is that by doing it this way, you create new lyrics that you may never have thought of!</li> </ul> <p>Use an app that records such as: Bandlab, Soundtrap or Garageband.</p> <ul style="list-style-type: none"> <li>• Create your own song! Remember that you need lyrics, a chorus and then some verses.</li> </ul>
<b>Dynamics</b>	How music is expressed through changes in volume.	
<b>Rhythm</b>	Long and short note values are combined into a pattern.	
<b>Chord sequence</b>	Chords are placed in an order. This is often reinforced through repetition.	
<b>Verse</b>	A song verse includes a variety of various lyrics that help advance the story of a track while staying within the boundaries of a common musical structure.	
<b>Chorus</b>	Features repeated melodies and the same words. It is brief and memorable; aiming to stick in the listener's mind.	
<b>Middle-Eight</b>	Often 8 bars long. By adding fresh elements to the song, this part seeks to break up the straightforward repetition of a verse/chorus/verse/chorus structure.	
<b>BPM</b>	Beats-per-minute. This is used to specify, set or measure the tempo in all kinds of music.	
<b>Tonal</b>	Music with a tonic, or a home note on which music is steady and at rest.	

# Home-School Learning Collaboration – Music

