

# Home-School Learning Collaboration – Music



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| <b>Topics in this cycle:</b><br>Music and Art  | <b>Taught:</b><br>Spring 1 | <b>Year Group:</b><br>7   |
| <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 I describe the music I am listening to using musical language?</b><br/>                     Students find out about musical features and identify these features through listening.<br/>                     Listen 'with increasing discrimination and awareness' (ref. National Curriculum for Music - Key Stage 3), identifying instruments/sounds and other features using musical language.                 </li> <li> <b>Can I differentiate between different tonalities?</b><br/>                     Students will learn about major, minor and chromatic music.<br/>                     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><br/>                     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><br/>                     Students will continue to plan, considering constructive and expressive ways of developing ideas further.<br/>                     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><br/>                     Students will consider how their piece will end and the impact that this will have upon the listener.<br/>                     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<br/> <a href="#">Virtual Piano - Online Piano Keyboard   OnlinePianist</a></p> <p>Creating music for film (composing music creatively)<br/> <a href="#">Composing music for film - KS3 Music - BBC Bitesize - BBC Bitesize</a></p> <p>Stimulus – Isle of the Dead<br/> <a href="#">Isle of the Dead (painting) - Wikipedia</a></p> <p>Understanding Impressionist music:<br/> <a href="#">Impressionist music: What is it? - BBC Bitesize</a></p> <p>Muses-core – Music composition software<br/> <a href="#">Free music composition and notation software   MuseScore</a></p> <p>Want to better understand music theory?<br/> <a href="#">musictheory.net</a></p> <p>Impressionistic music for piano – some great ideas here<br/> <a href="#">Impressionistic Piano Music   Classic Music Compilation - YouTube</a></p> <p>How to write beautiful piano music<br/> <a href="https://www.youtube.com/watch?v=aA6q7fPv5ao">https://www.youtube.com/watch?v=aA6q7fPv5ao</a></p> |

| Key Vocabulary and Definitions To Be Learnt |  | What Will The Assessment Look Like?   |
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| <b>Chord</b>                                | Many different pitches played together at the same time – at least two or more.  | <p><b>Quality of musical outcome</b> – Students will be marked on their technical, constructive and expressive work.</p> <p><b>End of Unit 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>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>Motif</b>                                | A living thing that consumes (eats) another living thing for food, in order to get energy.   | <p><b>Family Learning Opportunities</b></p> <p>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.</p> <p>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.</p> |
| <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.  |   |