Home-School Learning Collaboration – Music

Topics in this cycle:	Taught:	Year Group:
Music and Art	Spring 2	7

Key knowledge/concepts to be learnt ('Tell me about….')	Websites/blogs/YouTube links and further reading to deepen and consolidate learning
• **Can I describe the music I am listening to using musical language?** Students find out about musical features and identify these features through listening. Listen 'with increasing discrimination and awareness' *(ref. National Curriculum for Music - Key Stage 3)*, identifying instruments/sounds and other features using musical language. • **Can I differentiate between different tonalities?** 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). • **Can I use sounds to build up atmosphere at the start of my piece of music to accompany an 'Isle of The Dead' image?** Students will build knowledge of how to use the technical elements of pitch, tempo, dynamics and texture to compose initial ideas, using appropriate sounds. • **Can I arrange sounds and layer textures to develop my piece of music?** Students will continue to plan, considering constructive and expressive ways of developing ideas further. Students will use instruments to help construct their music. • **Can I focus on, and move to realise a conclusion for my composition?** 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.	Online Virtual piano Virtual Piano - Online Piano Keyboard | OnlinePianist Creating music for film (composing music creatively) Composing music for film - KS3 Music - BBC Bitesize - BBC Bitesize Stimulus – Isle of the Dead Isle of the Dead (painting) - Wikipedia Understanding Impressionist music: Impressionist music: What is it? - BBC Bitesize Muses-core – Music composition software Free music composition and notation software | MuseScore Want to better understand music theory? musictheory.net Impressionistic music for piano – some great ideas here Impressionistic Piano Music | Classic Music Compilation - YouTube How to write beautiful piano music https://www.youtube.com/watch?v=aA6q7fPv5ao

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Key Vocabulary and Definitions To Be Learnt	
Chord	Many different pitches played together at the same time – at least two or more.
Triad-chord	Three notes played together at the same time, but importantly; the root, third and fifth notes in any key. (1, 3, 5.)
Root note	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.
Scale	A scale is an set of pitches ascending (rising) or descending (falling) in order.
Major	Has a major third above the tonic (first) note. Generally sounds positive.
Minor	Has a minor third above the tonic (first) note. Generally sounds negative, or serious.
Motif	A living thing that consumes (eats) another living thing for food, in order to get energy.
Pulse	A regular beat. Gets faster and slower with a change of tempo, but is always regular.
Dynamics	How music is expressed through changes in volume.
Timbre	The way an instrument or voice sounds: e.g. bight/metallic, hollow/wooden etc.
Articulation	Whether the music is played smoothly (legato) or detached (staccato)
Phrasing (music)	A musician shapes a sequence of notes in a passage of music to allow expression.
Finger positioning	Placing fingers effectively so that keys or frets can be played quickly - with no unnecessary movement.
Count-in	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.
Rhythm	Long and short note values are combined into a pattern.

What Will The Assessment Look Like?

Quality of musical outcome – Students will be marked on their technical, constructive and expressive work.

End of Unit test: 30 minutes

- Short answer questions
- Multiple choice
- Extended writing

Family Learning Opportunities

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.