

Home-School Learning Collaboration – Music



Topics in this cycle: Caribbean Music	Taught: Summer 1	Year Group: 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"> Can I use musical terms to characterise the music I'm listening to? Through active listening, students learn about musical elements and how to recognise them. "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 play and record a chord sequence off-beat, accurately and in time? Students will watch a teacher-modelled example on how to set up a DAW file, then record the chords into the software, using the editing tools to ensure correctness. Can I accurately play and record a drum pattern and a melodic bass line? The pattern will be recorded into the software after students have observed their teacher. They will use editing tools to guarantee accuracy. Can I perform and record the main melody in time and with accuracy? Students will watch a video example, then record the pattern into the software, using a piano-roll window to ensure precision. Can I select appropriate loops to compliment other parts of my track? Students will experiment with different loops on their projects. Can you describe the music you are listening to using musical language? Students will listen to a piece of music and complete written responses. Can I focus on, and move to realise a conclusion for my composition? Students will realise their work taking the music as a means by which their ideas may be shaped, realised, and may be expressed. Students will consider how their piece impacts on the listener. 		<p>The Rise of Reggae (BBC): The history of reggae: Key facts in the timeline of reggae - BBC Teach</p> <p>Online Virtual piano Virtual Piano - Online Piano Keyboard OnlinePianist</p> <p>Musescore – Music composition software Free music composition and notation software MuseScore</p> <p>Want to better understand music theory? musictheory.net</p> <p>Learn to use Mixcraft: Beginners Guide to Mixcraft (1 of 2) - YouTube</p> <p>Online Virtual piano: Virtual Piano - Online Piano Keyboard OnlinePianist</p> <p>Musiclab: Chrome Music Lab (chromeexperiments.com)</p>

Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Chord	Many different pitches played together at the same time – at least two or more.	<p>Quality of musical outcome – Students will be marked on their technical, constructive, and expressive work.</p> <p>Literacy test: 30 minutes</p> <ul style="list-style-type: none"> • Short answer questions • Multiple choice • Extended writing
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.	<p>Family Learning Opportunities</p> <p>Find out about a famous reggae artist from the 1960s era, then find out about a current artist who is creating reggae music today. Make a poster showing the similarities and differences, then conclude by saying, what your preferred choice is; explaining why you made the choice.</p> <p>Attend a live event where Reggae music is to be played. Be able to describe the type of event, numbers of people involved, and be able to identify the purpose of the event.</p> <p>Play or sing along to a piece of reggae music at home.</p>
Off-beat	Emphasis is placed on the weaker beats of each bar.	
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. bright/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.	