

HOMEWORK – Elements of music – Extended project

Year 7 Half Term 3

| Week | DESCRIPTION OF TASK | Complete |
|--------|--|----------|
| Week 1 | <p>Elements of music – Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of the elements of music and should be set out as below.</p> <p>Sheet 1 – Dynamics Sheet 2 – Tempo Sheet 3 – Texture Sheet 4 – Timbre Sheet 5 – Melody Sheet 6 – Pitch</p> <p>Each sheet should have the definition of the element, a picture to support the definition and other words (key vocabulary) that are used in each area.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – The Blues – Extended project

Year 7 Half Term 4

| Week | DESCRIPTION OF TASK | Complete |
|--------|---|----------|
| Week 1 | <p>The Blues music – Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of the blues genre of music and should be set out as below.</p> <p>Sheet 1 – Introduction: What is the blues? Sheet 2 – Slavery in the Southern States of the USA Sheet 3 – Early Blues: The Banjo (<i>Labeled Diagram</i>) Sheet 4 – Development of the Blues: The Electric guitar (<i>Labeled Diagram</i>) Sheet 5 – The twelve bar blues chord sequence Sheet 6 – B. B. King: Biography</p> <p>Each sheet should include information on the subject matter. It should be in the student's own words rather than copied and pasted from a web site. It must be colourful and include the use of relevant pictures to support the presentation.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – Latin Music – Extended project

Year 8 Half Term 3

| Week | DESCRIPTION OF TASK | Complete |
|--------|--|----------|
| Week 1 | <p>Latin Music – Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of Latin music and should be set out as below.</p> <p>Sheet 1 – Introduction: What is Latin music? Sheet 2 – Spanish colonization of South America and the Caribbean Sheet 3 – Samba (Brazil) Sheet 4 – Tango (Argentina) Sheet 5 – Salsa (Cuba) Sheet 6 – Flamenco (Spain)</p> <p>Each sheet should include information on the subject matter. It should be in the student's own words rather than copied and pasted from a web site. It must be colourful and include the use of relevant pictures to support the presentation.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – Baroque Music 1600-1750 – Extended project

Year 8 Half Term 4

| Week | DESCRIPTION OF TASK | Complete |
|--------|--|----------|
| Week 1 | <p>Baroque Music 1600-1750 – Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of Baroque music and should be set out as below.</p> <p>Sheet 1 – Introduction: What is the Baroque period in music? Sheet 2 – Art and architecture during the Baroque period. Sheet 3 – Early violins: The viol (<i>Labeled Diagram</i>) Sheet 4 – Famous composers: Antonio Vivaldi (<i>Biography</i>) Sheet 5 – Famous composers: George Frederick Handel (<i>Biography</i>) Sheet 6 – Famous composers: J. S. Bach (<i>Biography</i>)</p> <p>Each sheet should include information on the subject matter. It should be in the student's own words rather than copied and pasted from a web site. It must be colourful and include the use of relevant pictures to support the presentation.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – Rock Music – Extended project

Year 9 Half Term 3

| Week | DESCRIPTION OF TASK | Complete |
|--------|---|----------|
| Week 1 | <p>Rock Music – Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of Rock music and should be set out as below.</p> <p>Sheet 1 – Introduction: What is Rock music? Sheet 2 – Rock in the 60s Sheet 3 – Rock in the 70s Sheet 4 – Rock in the 90s Sheet 5 – Famous bands: The Beatles (<i>Biography</i>) Sheet 6 – Famous Artists: Jimi Hendrix (<i>Biography</i>)</p> <p>Each sheet should include information on the subject matter. It should be in the student's own words rather than copied and pasted from a web site. It must be colourful and include the use of relevant pictures to support the presentation.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – Reggae – Extended project

Year 9 Half Term 4

| Week | DESCRIPTION OF TASK | Complete |
|--------|---|----------|
| Week 1 | <p>Reggae Music– Extended project Students must research and produce a presentation that can be used as display work and as reference. The presentation will demonstrate an understanding of Reggae music and should be set out as below.</p> <p>Sheet 1 – Introduction: Jamaica (Geography/ History) Sheet 2 – Reggae Religions: Rastafarianism Sheet 3 – Reggae Styles: Roots Reggae Sheet 4 – Reggae Styles: Ska Sheet 5 – Reggae Styles: Dub Sheet 6 – Famous Artists: Bob Marley (<i>Biography</i>)</p> <p>Each sheet should include information on the subject matter. It should be in the student’s own words rather than copied and pasted from a web site. It must be colourful and include the use of relevant pictures to support the presentation.</p> <p>Whilst the entire presentation is to be handed in at the end of the unit, it is advised that students try to complete at least one sheet each week.</p> | |
| Week 2 | Continue with project. | |
| Week 3 | Continue with project. | |
| Week 4 | Continue with project. | |
| Week 5 | Continue with project. | |
| Week 6 | Continue with project ready to hand in next lesson. | |

HOMEWORK – GCSE Music – Unit 3: Performance

Year 10 Half Term 3 & 4

| Week | DESCRIPTION OF TASK | Complete |
|-------------|--|----------|
| Week 1 & 7 | <p>Unit 3 is worth 30% of the overall mark for GCSE Music.</p> <p>Students must prepare a solo piece to perform in a formal exam. The piece should be on their primary instrument and be able to be followed on a musical score that they will provide to the examiner. The piece may be something that the student is already learning with an instrumental teacher or for a graded exam.</p> <p>Students should commit to a minimum of 1 hour of practice each week as homework.</p> | |
| Week 2 & 8 | Continue with solo performance practice. | |
| Week 3 & 9 | Continue with solo performance practice. | |
| Week 4 & 10 | Continue with solo performance practice. | |
| Week 5 & 11 | Continue with solo performance practice. | |
| Week 6 & 12 | Continue with solo performance practice. One – to – one monitoring in next lesson. | |

HOMEWORK – GCSE Music – Unit 3: Performance

Year 11 Half Term 3 & 4

| Week | DESCRIPTION OF TASK | Complete |
|-------------|---|----------|
| Week 1 & 7 | <p>Unit 3 is worth 30% of the overall mark for GCSE Music.</p> <p>Students must prepare one solo piece and one ensemble piece to perform in a formal exam. The piece should be on their primary instrument and be able to be followed on a musical score that they will provide to the examiner. The piece may be something that the student is already learning with an instrumental teacher or for a graded exam.</p> <p>Students should commit to a minimum of 1 hour of practice each week as homework.</p> | |
| Week 2 & 8 | Continue with solo performance practice. | |
| Week 3 & 9 | Continue with solo performance practice. | |
| Week 4 & 10 | Continue with solo performance practice. | |
| Week 5 & 11 | Continue with solo performance practice. | |
| Week 6 & 12 | Continue with solo performance practice. One – to – one monitoring in next lesson. | |