# Isolation Work
# Music- Year 7

N.B. The username and password for all Focus On Sound (FoS) links is your usual school username, and the password is 'music'.

| | Unit Name | Remote Learning Instructions and Links |
|---|---|---|
| Term 1 | The Elements of Music | **To use Focus on Sound, students must first log on using this link:** **https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Students are to make notes on 'the basics' via the FoS link below:<br>https://fosuk.server1.apps.focusonsound.com/lessons/basics<br><br>2) Using FoS, create a revision resource that summarises what the following key elements of Music are, with definitions and key terms.<br><br>Dynamics:<br>https://fosuk.server1.apps.focusonsound.com/lessons/music-theory/#dynamics<br><br>Tempo:<br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Tempo<br><br>Texture:<br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Basic_textures |
| Term 2 | Medieval Music | 1) https://www.bbc.co.uk/bitesize/guides/zm4mn39/revision/1<br><br>Read the article above. You are to write notes in your book about what life was like in the Medieval Era/Middle Ages. Particularly focus on the following:<br><br>• When were the Middle Ages?<br>• How were different classes and people grouped together in The Middle Ages?<br>• What was a typical day in the life of a _____ like?<br>o Lord<br>o Knight<br>o Monk<br>o Peasant<br><br>2) Complete the test on the website, screenshot your results, then email your score to your music teacher. |

| Term 3 | Western Notation | **To use Focus on Sound, students must first log on using this link:** **https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Make sure you have the notes of the treble clef written in your book, and complete the quiz at the end of the lesson below:<br>https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#notes-of-the-treble-clef<br><br>2) Make notes on the lesson below about "accidentals" in your book, and complete the quiz.<br>https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#notesof-the-treble-clef-2--accidentals<br><br>3) Complete the test below (Level 1).<br>https://fosuk.server1.apps.focusonsound.com/test/theory/letter-names/1 |
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| Term 4 | The Orchestra | Using either (or both) of the links below, and create a poster on 'The Orchestra'. It should include:<br>• The families/sections of the orchestra<br>• Who the conductor is and what they do<br>• All the instruments of the orchestra<br>    o How do they make a sound?<br>    o How do they change pitch (note)?<br><br>The poster is designed to be used to teach KS2 pupils about the orchestra. It should be informative, but also attractively presented.<br><br>https://www.classicsforkids.com/music/instruments_orchestra.php<br><br>http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3 |
| Term 5 | Latin America | **To use Focus on Sound, first click this link:** **https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>Make notes on the lesson below about "Caribbean Music and Latin American Music" in your book, and complete the quiz.<br><br>**https://fosuk.server1.apps.focusonsound.com/lessons/aqa-gcse/#aqa--caribbean-and-latin-music** |
| Term 6 | Cross-curricular project and recap of the key musical elements | **To use Focus on Sound, first click this link:** **https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.** |

1) Using FoS, create a revision resource that summarises what the following key elements of Music are, with definitions and key terms.

Dynamics:
https://fosuk.server1.apps.focusonsound.com/lessons/music-theory/#dynamics

Tempo:
https://fosuk.server1.apps.focusonsound.com/dictionary/all#Tempo

Texture:
https://fosuk.server1.apps.focusonsound.com/dictionary/all#Basic_textures

Melody:
https://fosuk.server1.apps.focusonsound.com/dictionary/melody#Melody_basics

2) Students must complete the following lessons, including completing the quiz that appears at the very end. To complete a quiz, you must achieve over 70%.

Treble Clef:
https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#notes-of-the-treble-clef

Note Lengths:
https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#note-lengths-uk-version

Dotted Notes:
https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#dotted-notes-uk-version

Rests:
https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#rests

# Isolation Work
# Music- Year 8

N.B. The username and password for all Focus On Sound (FoS) links is your usual school username, and the password is 'music'.

| | Unit Name | Remote Learning Instructions and Links |
|---|---|---|
| Term 1 | The Keyboard and Major Scales | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Make sure you have the notes of the treble clef written in your book, and complete the quiz at the end of the lesson below:<br>https://fosuk.server1.apps.focusonsound.com/lessons/music-theory#notes-of-the-treble-clef<br><br>2) Make notes on the lesson below about "Major Scales" in your book.<br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Major_scale<br><br>3) Read this article on melodies and major scales. Define the following terms in your book:<br><br>a. Melody<br>b. Phrase<br>c. Phrase Structure<br>https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7n2qp3 |
| Term 2 | Minor Scales & the Bass Clef | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Complete this introduction lesson on the bass clef, making notes in your book and copying out a bass clef accurately.<br><br>Make sure you complete the test at the end.<br>https://fosuk.server1.apps.focusonsound.com/lessons/music-theory/#bass-clef<br><br>2) Revise your understanding of the keyboard, by following the "Learning Keyboard" lessons on Focus On Sound. There are 7 lessons in total, but to begin with, focus on the first 3 lessons:<br><br>a) https://fosuk.server1.apps.focusonsound.com/dictionary/all#Learning_keyboard_-_introduction<br>b) https://fosuk.server1.apps.focusonsound.com/dictionary/all#Learning_keyboard_1:_Flow_tune |

| | | c) https://fosuk.server1.apps.focusonsound.com/dictionary/all#Learning_keyboard_2:_Ebb_Tune<br><br>Below is an online keyboard to help you:<br>https://musiclab.chromeexperiments.com/Shared-Piano/#iQzcXimg4 |
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| Term 3 | Improvisation Around the World | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is <u>your</u> normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Complete the FoS lesson on African Music, making sure you have made notes on the key information from each slide.<br>https://fosuk.server1.apps.focusonsound.com/lessons/world#caribbean-music--steel-bands-and-cuban-rhythms<br><br>Listen to the examples (if you are able to) and write answers to any underlined questions in blue, in your books.<br><br>Complete the quiz at the end of the lesson.<br><br>2) Complete the FoS lesson on African Music, making sure you have made notes on the key information from each slide.<br>https://fosuk.server1.apps.focusonsound.com/lessons/key-stage-3#ks3--african-music<br><br>Listen to the examples (if you are able to) and write answers to any underlined questions in blue, in your books.<br><br>Complete the quiz at the end of the lesson. |
| Term 4 | Chromatic & Wholetone scales, and Programme Music | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is <u>your</u> normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) Ensure the information in these FoS entries are written in your book:<br><br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Whole_tone_scale<br><br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Chromatic_scale<br><br>2) https://www.bbc.co.uk/bitesize/guides/zgcmxnb/revision/1<br><br>You are to create a poster or revision resource, explaining what Programme Music is. You should make sure you have definitions on the following:<br>• Tone Poem<br>• Concert Overture |

| | | <ul><li>Programme Symphony</li><li>Motif/Idee Fixe</li></ul> Complete the test on the website, screenshot your results, then email your score to your music teacher. |
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| Term 5 | Reggae | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>Complete this lesson on the musical origins of reggae, making notes on the key genres, and make sure you complete the "test" at the end.<br><br>1) https://fosuk.server1.apps.focusonsound.com/lessons/igcse/#igcse--reggae-origins<br><br>Read and make notes on the BBC article on reggae music and its origins.<br><br>2) https://www.bbc.co.uk/teach/bring-the-noise/the-rise-of-reggae/zdkxqp3 |
| Term 6 | Performing Arts Festival | Using Ableton's "Learning Music" website, go through each chapter and create your own beats, mixes, and melodies.<br><br>Save and share at least one of your creations with your teacher, via either email or teams.<br><br>https://learningmusic.ableton.com/ |

# Isolation Work
# Music- Year 9

<u>N.B. The username and password for all Focus On Sound (FoS) links is your usual school username, and the password is 'music'.</u>

|  | Unit Name | Remote Learning Instructions and Links |
|---|---|---|
| Term 1 | Blues and Jazz | 1) In your books, write down notes on the website below about the history and development of The Blues.<br>It should include:<br>•      • Where the Blues came from<br>•      • What music styles combined to create the Blues<br>•      • What musical features the Blues has, including key features such as the "12 Bar Blues" and AAB lyric structure.<br><br>https://www.bbc.co.uk/bitesize/guides/ztx3b9q/revision/1<br>Complete the test on the website, screenshot your results, then email your score to your music teacher.<br><br>2) In your books, write down notes on the website below about the history and development of Jazz.<br>It should include:<br>•      • Where Jazz came from<br>•      • What music styles combined to create Jazz<br>•      • What instruments are in a typical Jazz Band<br>•      • What musical features Jazz has, including key features such as Improvisation, syncopation, swing rhythms, and polyrhythms.<br><br>https://www.bbc.co.uk/bitesize/guides/zys9kqt/revision/6<br>Complete the test on the website, screenshot your results, then email your score to your music teacher. |
| Term 2 | The Development of Pop Music | **To use Focus on Sound, first click this link:**<br>**https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is <u>your</u> normal school username. E.g. F1JBloggs.**<br>**The password is music.**<br><br>1) In your books, make notes on Popular Music Structure. Use FoS to research and define the following terms:<br>• Verse<br>• Chorus<br>• Outro<br>• Bridge<br>• Instrumental<br><br>Use the link below to hear these different sections for yourself:<br>https://fosuk.server1.apps.focusonsound.com/dictionary/all#Popular_song<br><br>2) Create a timeline poster of Popular Music in Britain from 1950 to present. It should include the most important styles, artists, and songs of the period. Use the link below to help you. |

| | | https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrrnpg8 |
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| Term 3 | Gamelan | Watch the video, making notes on the key aspects of Gamelan in your books. Ensure you engage fully with the academic and practical aspects of the lessons.<br><br>1) https://teachers.thenational.academy/lessons/introducing-gamelan-a-review-of-polyrhythms-75h62c<br>2) https://teachers.thenational.academy/lessons/gamelan-interlocking-melodies-6rr36c<br>    a. These lessons may require a melodic instrument. I recommend this shared piano from Chromelab, which can be played on smartphones, tablets, or via a computer keyboard: https://musiclab.chromeexperiments.com/Shared-Piano/#GXZMZUBaP |
| Term 4 | Minimalism | **To use Focus on Sound, first click this link: https://rmgs.musicfirst.co.uk/app/**<br><br>**Students must then log in.**<br>**The username is your normal school username. E.g. F9JBloggs.**<br>**The password is music.**<br><br>1) Using FoS, create a revision resource that summarises the key information about Minimalism:<br><br>Minimalism: https://fosuk.server1.apps.focusonsound.com/dictionary/all/Minimalism#Minimalism<br><br>2) Read the following article from BBC Bitesize and make notes on it in your books. Especially the key words *drum machine, synthesiser, and sampling.*<br><br>https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zd9wd6f |
| Term 5 | Music for Moving Image | 1) Read the following article from BBC Bitesize and make notes on it in your books. Especially the key definitions of *leit motifs*, *chromatics, and 5th intervals.*<br><br>https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7bphbk<br><br>Take the quiz at the end, and email a screenshot of your result to your music teacher.<br><br>2) On blank paper or on appropriate software (e.g. paint), create a character for a new Superhero film. They can be either a hero, or a villain.<br><br>Consider the following:<br>• Their allegiance (good/evil)<br>• Physical characteristics (strong/short/tall/athletic/slow)<br>• Any additional powers (flight/laser vision/pyrokinesis etc.) |

| | | Also give a brief summary of their background and motivation. Are they a mutant/alien/Billionaire with a tragic past etc). Draw this character, as it will be used in future storyboard lessons, so it will be very useful to see what they look like. |
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| Term 6 | Music Technology Project | Using Ableton's "Learning Music" website, go through each chapter and create your own beats, mixes, and melodies. Save and share at least one of your creations with your teacher, via either email or teams. https://learningmusic.ableton.com/ |