

## Remote Learning Lesson Planning

### KS3

*Year 7 and 8 - Ideas to take us up to Easter (year 8 combine into 2 lessons, see below)*

- **Lesson 1 - Beats and Basslines**
  - [Inspirational video](#)
  - Learning about creating different [drum beats](#) and what makes a good [bassline](#).
  - Create a mix on [Incredibox](#) and email this over.
  - Elements of music reminder [video](#).
- **Lesson 2 - Scales and Chords**
  - [Inspirational video](#)
  - Learning about different [scales](#) and using [chords](#).
  - Famous four chord song [video](#).
- **Lesson 3 - Melodies and Song Structure**
  - [Inspirational video](#)
  - Learning about creating [melodies](#), song [structure](#), and working with all of the different elements we have looked at so far in the ['playground'](#).
  - Popular song structure [video](#).
  - Create a mix on [Soundtrap](#) and email this over.
- **Homework - Quiz Time**
  - Submit an inspirational musical video and a couple of sentences explaining why you have chosen this.
  - **SMH Quiz**
    1. What percussion instrument is also known as a bass drum?
      - a. Snare
      - b. Cymbal
      - c. Kick
      - d. Clap
    2. What is tempo?
      - a. How loud or quiet the music is.
      - b. How fast or slow the music is.
      - c. How high or low the music is.
      - d. The layers in the music.
    3. What are bars?
      - a. Markings in the music that change the tempo.
      - b. Music based around loops.
      - c. Ways to group beats together to form different sections.
      - d. Sick rhymes innit.
    4. What is pitch?
      - a. How loud or quiet the music is.
      - b. How fast or slow the music is.
      - c. How high or low the music is.
      - d. The layers in the music.
    5. What are scales?
      - a. A collection of notes in order from low to high.
      - b. A collection of beats in a particular order.

- c. Two or more notes being played at the same time.
  - d. The layers in a piece of music.
- 6. What is a chord?
  - a. A collection of notes in order from low to high.
  - b. A collection of beats in a particular order.
  - c. Two or more notes being played at the same time.
  - d. The layers in a piece of music.
- 7. What is a bassline?
  - a. The pulse of a piece of music.
  - b. Patterns of low-pitched notes.
  - c. Patterns of high-pitched notes.
  - d. The melody of a piece of music.
- 8. What is song structure?
  - a. The combination of rhythms to form a beat.
  - b. The combination of notes to form a scale.
  - c. Putting different songs together.
  - d. The combination of the different sections in a song.

### ***Year 8 Lesson Structure***

- **Lesson 1 - Beats, Basslines and Scales**
  - [Inspirational video](#)
  - Learning about creating different [drum beats](#), what makes a good [bassline](#) and about different [scales](#).
  - Elements of music reminder [video](#).
  - Create a mix on [Incredibox](#) and email this over.
- **Lesson 2 - Chords, Melodies and Song Structure**
  - [Inspirational video](#)
  - Learning about [chords](#), creating [melodies](#), song [structure](#), and working with all of the different elements we have looked at so far in the '[playground](#)'.
  - Popular song structure [video](#).
  - Create a mix on [Soundtrap](#) and email this over.

### ***Year 7/8 Extensions Activities***

- Some extension tasks for those of you who just can't get enough music or want to try something new! These are not compulsory, just a bit of fun and additional learning.
  - Send over any compositions/performances that you create at home and want to show us/get feedback on!
  - [Music theory lessons 1, 2 and 3](#) – rhythm, pitch and the stave, alongside [music theory worksheets](#).
  - [BBC 3 Story of Music in 50 Pieces](#) Podcast.
  - [SNS Music Website Online Resources](#) (particularly: [Mr Coltman's Podcasts](#), [BBC Bitesize](#), [Teoria](#), [musictheory.net](#), [Noteflight](#), [Soundation](#) and [Composer of the Month](#)).
  - Email us any questions at any point to get help!

## GCSE

- Listening/History
  - Zig Zag, lesson plans based around questions so pupils are prepared (year 9 focus on film music, years 10 and 11 can look at other Areas of Study too).
  - GCSE bitesize lessons, revision, video and test (can tie in with ZigZag too).
  - Inspirational video at the start of each lesson.
  - Podcasts ([story of music](#))
- Performance
  - Practise Logs
  - Online piano for those without? Or some sort of melody-creating task.
- Composition
  - Note flight
  - Music theory club PowerPoint with worksheets (ABRSM book scanned in).
  - Terminology lists.

## Year 9/10 - Ideas to take us up to Easter

- **Lessons 1, 2 and 3 - Practice Logs, Theory, Mix Making**
  - [Inspirational video 1](#), [inspirational video 2](#), [inspirational video 3](#)
  - Upload Solo Performance by 03/04/20
  - [Music theory lessons 1, 2 and 3](#) – rhythm, pitch and the stave, alongside [music theory worksheets](#).
  - Online learning resources, ask pupils to spend some time on [Soundtrap](#) and create some mixes. Suggest that pupils can email them over if they want to show back.
  - Listen to episodes 1, 2 and 3 of the [BBC 3 Story of Music in 50 Pieces](#) Podcast.
- **Homework - Quiz Time and Updated Practise Log**
  - Submit an inspirational musical video and a couple of sentences explaining why you have chosen this.
  - Practise Log update.
  - **SMH Music Theory Quiz**
    1. What are the five lines that music is written on called?
      - a. The treble clef.
      - b. The bass clef.
      - c. The stave.
      - d. The note signature.
    2. Define 'pitch'.
      - a. How high or low the note is.
      - b. How loud or quiet the note is.
      - c. How fast or slow the note is.
      - d. Multiple notes played at the same time.
    3. Define 'pulse'.
      - a. The combination of long and short beats.
      - b. A consistent beat.
      - c. A series of low-pitched notes.
      - d. An off-beat rhythm.

4. How many crotchet beats fit into a semibreve?
  - a. 8
  - b. 2
  - c. 4
  - d. 1
5. How many semiquavers fit into a minim?
  - a. 8
  - b. 16
  - c. 4
  - d. 2
6. What are bars?
  - a. Markings in the music that change the tempo.
  - b. Music based around loops.
  - c. Ways to group beats together to match the time signature.
  - d. Sick rhymes innit.
7. What does the time signature 2/4 mean?
  - a. 4 crotchet beats per bar.
  - b. 2 quaver beats per bar.
  - c. 4 minim beats per bar.
  - d. 2 crotchet beats per bar.
8. Which acronym could you use to remember how to read notes on the lines in the bass clef?
  - a. Great Danes Bury Fruit Away
  - b. Elephants Go Bonkers Drinking Fanta
  - c. Green Buses Drive Fast Always
  - d. Music Is The Best Subject Evaaa
9. What are ledger lines?
  - a. Short, additional lines when the notes are longer than the bars.
  - b. Short, additional lines when the notes are higher or lower than the stave.
  - c. Lines which double the value of every note.
  - d. Lines which halve the value of every note.
10. What are ties?
  - a. Ties join notes which are next to each other and which have the same pitch.
  - b. Ties join notes which are next to each other and which have the same rhythm.
  - c. Ties add on half the value of the note to its current value.
  - d. Slightly less cool than bow ties.
11. How many beats are in a dotted crotchet?
  - a. 3
  - b. 6
  - c. 1.5
  - d. 0.75
12. How many beats are in a dotted quaver?
  - a. 3
  - b. 6
  - c. 1.5
  - d. 0.75

- **Lessons 4 and 5 - Film Music, Incredibox, Podcasts**
  - [Inspirational video 1](#), [inspirational video 2](#)
  - Remind pupils to keep practicing and update their practice log.
  - Complete the [BBC Bitesize Film Music](#) module on Star Wars. Pupils should complete the revision section, watch the video and take the test on SMH.
  - Complete the [ZigZag Film Music Questions](#) 1 and 2 and check the answers afterwards.
  - Online learning resources, ask pupils to spend some time on [Incredibox](#) and create some mixes. Suggest that pupils can email them over if they want to show back.
  - Listen to episodes 4 and 5 of the [BBC 3 Story of Music in 50 Pieces](#) Podcast.
- **Homework - Quiz Time and Updated Practise Log**
  - Submit an inspirational musical video and a couple of sentences explaining why you have chosen this.
  - Practise Log update.
  - **SMH Film Music Star Wars Quiz**
    1. Which of these words mean a short melody that represents a character?
      - a. Ostinato
      - b. Motif
      - c. Leitmotif
      - d. Coda
    2. Who composed the *Main Title and Blockade Runner* from *Star Wars: A New Hope*?
      - a. John Williams
      - b. James Horner
      - c. Hans Zimmer
      - d. Thomas Coltman
    3. Which instrument is represented on a short score by *Trb.*?
      - a. Trombone
      - b. Treble Instruments
      - c. Tuba
      - d. Trumpet
    4. The main *Star Wars* theme prominently features which intervals?
      - a. Thirds and sixths
      - b. Seconds and thirds
      - c. Sixths and octaves
      - d. Fourths and fifths
    5. Which of the following musical devices helps to establish a heroic and exciting opening?
      - a. Pedal
      - b. Fanfare
      - c. Quartal harmony
      - d. Ostinato
    6. The *Main Title* of *Star Wars* is in ternary form. What is ternary form?
      - a. A-B-A
      - b. A-B
      - c. A-B-A-C-A
      - d. Verse-Chorus-Verse
    7. Which repeated interval is heard in the *Rebel Blockade Runner* leitmotif?

- a. Fourth
  - b. Minor 3rd
  - c. Octave
  - d. Fifth
8. The accompaniment of the *Main Title* melody is which texture?
- a. Polyphonic
  - b. Monophonic
  - c. Homophonic
  - d. Melody and accompaniment
9. Which section of the orchestra plays the opening fanfare?
- a. Woodwind
  - b. Brass
  - c. Strings
  - d. Percussion
10. The violins play an inverted pedal during the main melody. What is an inverted pedal?
- a. A sustained or repeated note played at the highest pitch of the texture with the harmony changing below.
  - b. A sustained or repeated note that isn't part of the chord while the harmony changes below or above.
  - c. A sustained or repeated note played at the lowest pitch of the texture with the harmony changing.
  - d. A sustained or repeated note played backwards.

## **After Easter**

### **A Level**

- Performance
  - Practise Logs
  - Ensemble performance packs.
  - Virtual band?
- Composition
  - [Noteflight](#)
  - Further opportunities to come.
- Theory/History
  - Use microsoft teams to record lessons and set-up live meetings.

### **General**

- More inspirational videos:
  - <https://www.youtube.com/watch?v=Zp1BYzIVi0U>
  - <https://www.youtube.com/watch?v=DAPkOxRnh4c>
  - <https://www.youtube.com/watch?v=wwBhxBBa7tE>
  - <https://www.youtube.com/watch?v=Y8oDnUga0JU>