

Remote Learning Contingency Plan – 2020-21 - MUSIC

Term: 2				
Year: 7				
Subject: Keyboard skills/Note value				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on The Elements of Music and Mood in Music.</p> <ul style="list-style-type: none"> ➤ To identify notes on the treble clef stave ➤ To explore, understand and identify the notes on the keyboard ➤ To learn to play Ode to Joy using the right hand, and where possible the left-hand accompaniment. ➤ To introduce the concept of note value 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Performance exam on Ode to Joy

Music Remote Learning Contingency Plan – 2020-21

Term: 2				
Year: 8				
Subject: Jazz/Ragtime				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on The Blues, it's history, development and subsequent influence on other music genres.</p> <ul style="list-style-type: none"> ➤ To understand the historical contexts of Ragtime as a style of music. ➤ To understand the chromatic scale ➤ To learn about Scott Joplin ➤ To understand what syncopation is. ➤ Apply knowledge while learning to play The Entertainer 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Performance exam – The Entertainer

Music Remote Learning Contingency Plan – 2020-21

Term: 2				
Year: 9				
Subject: Film Music				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An eight-week unit focusing on Rock 'N' Roll, it's history, development and subsequent influence on other music genres.</p> <ul style="list-style-type: none"> ➤ To understand the purpose of Film Music ➤ To understand how different genres of film require different styles of music. ➤ To examine the instruments used in different film genres ➤ To learn about film composers ➤ To understand the role of the teenager and popular culture in the 1950's. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Performance assessment on music for James Bond film trailer.

Music Remote Learning Contingency Plan – 2020-21

Term: 2				
Year: 10				
Subject: The Conventions of Pop				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An 8-week introduction to the Area of Study – The Conventions of Pop</p> <ul style="list-style-type: none"> ➤ To examine how Pop progressed from the 1960's – present day ➤ To explore Riffs in Popular music ➤ To investigate the pop ballad. ➤ To explore the instruments traditionally used in types of Pop music. ➤ To explore different musicians in Pop music. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. ➤ 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. ➤ 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on The Conventions of Pop and music theory covered to date.

Music Remote Learning Contingency Plan – 2020-21

Term: 2 Year: 11 Subject: Rhythms of the World				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A four-week recap on 'The development of the orchestra' from the Baroque period through the Classical and Romantic Periods.</p> <ul style="list-style-type: none"> ➤ To explore music from India, South America, The Caribbean and the Middle East. ➤ To identify instruments used in music from different countries. ➤ To understand the different rhythmic devices used in music from different countries of the world. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). ➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS. ➤ Narrated PowerPoints to be available for students. 	<ul style="list-style-type: none"> ➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge/recall test (completed in week 7) ➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding <p>Depth Assessment:</p> <ul style="list-style-type: none"> ➤ Listening exam style questions based on Rhythms of the World.