

Home Learning – Session 2B – February-April Half term 2022

HOME LEARNING

Subject			
Year group	Topic	Key learning points	Activities, links and instructions
7	Duration, Recognition & Accidentals	<p>Lesson 1: Note Values, Dotted Notes and Rhythms</p> <p>Lesson 2: Retrieval of note values and rhythm.</p>	<p>Lesson 1: Students should access music class on teams and complete lesson 1 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class.</p> <p>Activities include: Listening tasks, note value table (if no printer draw a table) and practical elements through YouTube.</p> <p>Extension tasks are also available at the end of each lesson.</p> <p>Lesson 2: Students should access music class on teams and complete lesson 2 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class.</p> <p>Activities include: Listening Activity, practical elements through YouTube and musical sums sheet (insert text box to add answer).</p> <p>If you have been isolating for more than 2 weeks or already done these lessons, you can move onto Lesson 3 and 4.</p>
8	Devising Drama	<p>Lesson 1: Performance skills, Articulation (Tongue twisters) & Facial expressions and Improvisation.</p> <p>Lesson 2: Exploring a range of stimulus and recapping learning from previous lesson.</p>	<p>Lesson 1: Students should access music/drama class on teams and complete lesson 1 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class.</p> <p>Activities: Research and identification of skills and practical elements through tongue twisters and games.</p> <p>Lesson 2: Students should access music/drama class on teams and complete lesson 1 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class.</p> <p>Activities: Exploration of stimulus to create a duologue. Perform and review.</p>

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9	Film Music	Lesson 1: Logging creative ideas, key music skills, research on film music. Lesson 2: Repetition usage in film, diegetic and extradiegetic film music and leitmotifs.	Lesson 1: Students should access music class on teams and complete lesson 1 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class. Activities: Introduction to film music, research on film music, listening exercises and preparation for composition. Lesson 2: Students should access music class on teams and complete lesson 1 on their timetabled music lesson. The booklet can be accessed through teams and will be set as an assignment through each individual class. Activities: Analysing film music, list diegetic music, leitmotifs table and practical body percussion of a piece of film music. If you have been isolating for more than 2 weeks or already done these lessons you can move onto Lesson 3 and 4.
10	Music Musical Knowledge – 201ta	Students will develop an understanding contextually and musically of two contrasting genres, Punk rock and Reggae. Lesson 1: Complete research ppt writing frame for Punk – Social Aspects Lesson 2: Complete research ppt writing frame for Punk – Check all 3 sections	Lesson 1: Students should access their work via teams and complete during timetabled music lessons and turn in when complete. Students should complete boxes and give examples for social aspects Lesson 2: Students should access their work via teams and complete during timetabled music lessons and turn in when complete. Students should complete boxes and and check over the whole document ensuring it is complete to the best standards.
10	ACTING 212 – Performing Text	ACTING Lesson 1: Continue to complete table 1.4 – analysis of techniques based on Blood Brothers. Lesson 2: Continue to complete table 1.4 – analysis of techniques based on Blood Brothers.	ACTING Lesson1: Students should access acting class on teams and complete lesson 1 on their timetabled acting lesson. The templates can be accessed through teams and will be set as an assignment through each individual class. Activities: Continue to complete table 1.4 (Analysis of techniques) Lesson 2: Students should access acting class on teams and complete lesson 1 on their timetabled acting lesson. The templates can be

			<p>accessed through teams and will be set as an assignment through each individual class.</p> <p>Activities: Continue to complete table 1.4 (Analysis of techniques)</p>
10	<p>DANCE Component 1: Exploring the Performing Arts Industry</p>	<p>Explain the interrelationships between processes, skills and approaches for the professional work of Mein Herr choreographed by Bob Fosse.</p>	<p>Students should continue to add detail and fully complete the Introduction and starting points section of Component 1: Task 3 Pod Cast on Teams. Students should use the WAGOLL example in the resources section as well as their work in Task 1 and 2 to collate research and findings into a transcript, in preparation for Pod Cast Recording later in the year.</p> <p>Teacher will communicate and support students through Teams. Students without internet access will receive paper copies of work and resources. If this is fully completed students should go back to Task 2 RRS as well as Task 1 PowerPoint Presentation and add detail using the WAGOLs for each task as a guide.</p>
11	<p>Music External Assessment 202ta</p>	<p>Students will complete a statement of personal aims with the intention to put on a live performance at a festival linked to 'borders, boundaries and barriers'</p>	<p>Lesson 1: Students should access their work via teams and complete during timetabled music lessons and turn in when complete. Students should start to complete boxes for 1.3 Rehearsal schedule</p> <p>Lesson 2: Students should access their work via teams and complete during timetabled music lessons and turn in when complete. Students should continue to complete boxes for 1.3 rehearsal schedule and refer to theme of borders boundaries and barriers.</p>
11	<p>ACTING External Assessment Preparation</p>	<p>ACTING Lesson 1: Complete rehearsal schedule task (1.3.1) Lesson 2: Complete 1.1- Students will complete a statement of personal aims with the intention to put on a live performance with the stimulus: 'borders, boundaries and barriers'.</p>	<p>ACTING Lesson 1: Students should access acting class on teams and complete lesson 1 on their timetabled acting lesson. The templates can be accessed through teams and will be set as an assignment through each individual class. Activities: Complete rehearsal schedule task 1.3.1. Template can be found in MS Teams: External: Templates. Lesson 2: Students should access acting class on teams and complete lesson 2 on their timetabled acting lesson. The templates can be accessed through teams and will be set as an assignment through each individual class. Template can be found in MS Teams: External: Templates. Activities: Complete 1.1 Complete 1.1: Students will complete a statement of personal aims with the intention to put on a live performance with the stimulus: 'borders, boundaries and barriers'.</p>

11	DANCE Component 3: Responding to a Brief	Students create and perform their own show based on a stimulus.	Students should work on their individual pieces for comp 3 or practice any group routines. Students can use teams to communicate with members of their group.
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