**Instructions:** 

You need to complete 1 homework per week.

You may choose a homework of your choice for each week but you must attempt one from each category over the half term.

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| Week  | Performance – Lunchtime  | Composition – Lunchtime session | Listening – In your Book  | Knowledge and Understanding – In your Book |
| **1 – Introduction Week**  | Research the chord sequence for your favourite song and attempt to play them. | Create new lyrics for your favourite song. | * Listen to your favourite song and find a cover version.
* Write a short review on the cover version, explaining how it has been changed.
 | 1. What is your instrument?
2. Do you play chords? How do you play them?
3. Do you play single notes? How do you play them?
4. Best way to warm up your instrument?
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| Grade  | Gr 2 - Students can perform parts **from notation**. | Gr 2 - Students are able to write for voices and sound sources in a simple manner which may lack finish. | Gr2 - Students can use musical vocabulary to describe music. | Gr2 – Students can research and plan for a given theme. |
| **2 – Mash Up Week**  | Perform the piece Stitches and ask for feedback in Music Club. | Present your cover ideas for Stiches to a member of Sixth Form and action their feedback. | Listen to different cover version of stiches and collate the differences between the tracks in a Mind Map. | Explain what a mash up is and how you can create one. |
| Grade  | Gr 2 - Students can perform parts **from memory** and **from notation** with **awareness** of their own **contribution**. | Gr2 - Students **identify** and **explore** **musical devices**. | Gr 2 - Students can discuss how music represents **time, place and culture** | Gr 2 - They **analyse** and **compare** musical features. They **evaluate** how **venue**, **occasion** and **purpose** affect the way music is created, performed and heard. |
| **3** **– Genre Week**  | Perform the piece Dear Darlin and ask for feedback in Music Club | Present your cover ideas for Dear Darlin to a member of Sixth Form and action their feedback. | Listen to different cover version of Dear Darlin and collate the differences between the tracks in a Mind Map | Explain how you would change the genre of a piece of Music. |
| Grade  | Gr 2+ - Students can perform parts **from memory** and **from notation** with **awareness** of their own **contribution**. | Gr2 +- Students **identify** and **explore** **musical devices**. | Gr 2+ - Students can discuss how music represents **time, place and culture** | Gr 2+ - They **analyse** and **compare** musical features. They **evaluate** how **venue**, **occasion** and **purpose** affect the way music is created, performed and heard. |
| **4 –** | Perform the piece Wake me up and ask for feedback in Music Club | Present your cover ideas for Wake me up to a member of Sixth Form and action their feedback. | Listen to different cover version of Wake me up and collate the differences between the tracks in a Mind Map | Explain how you would add harmony to a piece of Music. |
| Grade  | Gr 3 - Students can perform with **musical expression** – tempo, dynamics, phrasing and timbre. | Gr 3 - Students are able to make **expressive** use of **tempo**, **dynamics**, **phrasing** and **timbre markings.** | Gr 3 - Students can **combine** elements of music to discuss a piece of music in **detail**. | Gr3 - They **analyse**, **compare** and **evaluate** how music reflects the **context** in which it is created, performed and heard. |
|  5,6 and 7 – Rehearsal Weeks  | Perform either Wake me up, Dear Darlin or Stitches to an audience in music club. | Create your performance movement and explain what role each of your band members has within the performance. | Record your performance and listen to it.What feedback would you give yourselves and why? | Evaluate you rehearsal progress so far:W - What went well?I - What would you improve?N - What is your Next step?What have **you** achieved this week in your rehearsal?What have your **band** achieved this week in your rehearsal? |
| Grade  | Gr 3 - They can make **subtle adjustments** in order to **respond** **to others** in a group performance. | Gr 3 - They are able to use **relevant notations** to **plan**, **revise** and **refine** their work whilst **showing** their musical ideas **clearly**. | Gr 3 - They can identify **genre** and **style** and discuss characteristics in **relation** to context. | Gr 3 - They make improvements to their own and others work in the **light of chosen styles**. |