**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week  | Performance – Lunchtime  | Composition – Lunchtime session | Listening – In your Book  | Knowledge and Understanding – In your Book |
| **1 – Strings Week**Image result for stringsImage result for superman logo | Practice your performance of Superman and show this to a coach/Year 11. You must get your booklet signed. | Create a drum beat that could be added to the Superman Theme.Show this to a coach/ Year 11 and get your booklet signed. | Listen to the Superman theme song and answer the following questions.* What string instruments can you hear?
* What is a role of the strings?
 | Evaluate how successful your practice was today and answer the following questions:WWWEBI?Target -  |
| Grade  | Grade 1 - Students can **sing in tune** and perform **rhythmically simple** parts. | Grade 1 - Students **recognise** and **explore** how **sounds** can be **combined**. | Grade 1- Identify different stringed instruments in musical extracts. | Grade 1 - Students can identify where their work is **successful**. |
| **2 – Brass Week** Image result for brass | Practice your performance of Everybody Needs Somebody and show this to a coach/Year 11. You must get your booklet signed. | Create lyrics that could be added to the Everybody Needs Somebody. Show this to a coach/ Year 11 and get your booklet signed. | Listen to the piece Everybody Needs Somebody by The Blues Brothers and answer the following questions.* What Brass instruments can you hear?
* What is a role of the Brass?
 | Evaluate how successful your practice was today and answer the following questions:WWWEBI?Target - |
| Grade  | Grade 1 - Students can **sing in tune** and perform **rhythmically simple** parts. | Grade 1 - Students **recognise** and **explore** how **sounds** can be **combined**. | Grade 1- Identify different stringed instruments in musical extracts. | Grade 1 - Students can identify where their work is **successful**. |
| **3** **– Woodwind Week** Image result for woodwind | Practice your performance of Morning (left hand in bass clef) and show this to a coach/Year 11. You must get your booklet signed. | Write out the left hand piano part and identify all the notes by putting the correct letters underneath. Show this to a coach/ Year 11 and get your booklet signed | Listen to the piece Morning by Peer Gynt and answer the following questions.* What Woodwind instruments can you hear?
* What is a role of the Woodwind?
* Where do you think this Music is from and what event/place is this for?
 | Evaluate how successful your practice was today and answer the following questions:WWWEBI?Target –What steps do you need to take to improve your learning further? |
| Grade  | Grade 1+ - Students can perform from **more complex notation**. | Grade 1+ - Students are able to use a **variety of notations**. | Grade 1+ - Students can discuss how music represents **time, place and culture** | Grade 1+ - They **refine** and **improve** their work. |
| **4 – Percussion Week**Image result for percussion | Practice your drum beat and show it to a coach/Year 11. You must get your booklet signed. | Create a drum beat that incorporates several percussion instruments.Show this to a coach/ Year 11 and get your booklet signed. |  | Name 2 un-tuned percussion instruments.Name 2 tuned percussion instruments.Is the piano a percussion instrument?Is the Snare part of the Drum Kit |
| Grade  |  |  |  | Grade 1 - They can understand the different orchestral instruments. |