

## Year 7 Independent Work Tasks – MUSIC

### Unit 1: Music & Me

- Listen to a piece of music of your own choice. Write 3 sentences about how the different musical elements are used in this piece of music: Dynamics, Rhythm, Texture, Structure, Melody, Instruments, Tonality and Harmony.
- Find out about different musical instruments. Learn to recognise them when you hear them play. You could find out about famous people who play these instruments. How do they work? Which companies make the best ones? How much do they cost?  
[Instruments - Dallas Symphony Orchestra](#)  
[Instrument: Violin - YouTube](#)
- Practice singing a song of your choice – find a karaoke style backing for it on youtube and practice along to it. Can you perform it to an audience?

### Unit 2: Rhythm

- Learn your note and rest durations – create a quiz on quizizz or kahoot for others to play.
- Listen to 4 pieces of music – work out how many beats per bar they have and use an Italian word to describe their tempo.
- Enjoy playing a virtual drum-kit: [Virtual drums – Play drums online | Musicca](#) Can you manage a rock beat like we learnt in class?
- Find out about the types of drum used in different countries. Listen to some people playing them. India and Ghana would be a good place to start.

### Unit 3: Pitch

- Practice reading notes in the treble clef: [Note Identification \(musictheory.net\)](#)
- Practice finding notes on the keyboard: [Keyboard Note Identification \(musictheory.net\)](#)  
[Keyboard Reverse Identification \(musictheory.net\)](#)
- Listen to another piece of music by Beethoven: [Beethoven Sonata N° 14 'moonlight' Daniel Barenboim - YouTube](#)  
[Beethoven Symphony No 5 in C minor, Op 67 Vienna Philharmonic Orchestra Thielemann - YouTube](#)

## Year 8 Independent Work Tasks – MUSIC

### Unit 4: Scary Music

- Practice reading notes with sharps, flats and naturals: [Note Identification \(musictheory.net\)](https://www.musictheory.net)
- Learn all of the notes on the keyboard – white and black keys: [Keyboard Note Identification \(musictheory.net\)](https://www.musictheory.net)
- Can you find the correct key on the keyboard? [Keyboard Reverse Identification \(musictheory.net\)](https://www.musictheory.net)
- Improve your reading of guitar tab: [Fretboard Note Identification \(musictheory.net\)](https://www.musictheory.net)
- Listen to one or more of the pieces of music listed below. Make a list of all the musical features that are used to make it effectively scary. Explain in detail how the techniques are used, which instrument plays them and describe the effect they create. Think about everything we have been learning about:
  - Chromatic scales
  - Consonance and dissonance
  - Use of pitch and texture
  - Choice of instruments
  - Performing Techniques
  - Dynamics
  - Electronic effects

Try to explain the effect created by each of these techniques or features.

Present your work in a Powerpoint or Word document, insert a video link to a performance of the music that you have chosen.

[Saruman's/Isengard Unleashed Theme - YouTube](#)

[Grieg - In the Hall of the Mountain King - YouTube](#)

[J.S. Bach - Toccata and Fugue in D minor BWV 565 - YouTube](#)

[John Carpenter - HALLOWEEN Theme - YouTube](#)

[Insidious Theme - YouTube](#)

[Bernard Herrmann - Cape Fear \(theme\) - YouTube](#) (try this about 2.30 in for some more of the effects we talked about)

### Unit 5: Fanfares

- Practice recognising major and minor triads by listening: <https://www.musictheory.net/exercises/ear-chord/dyyyjyyngneyyyy>
- Practice recognising major and minor triads that are written on the staff: <https://www.musictheory.net/exercises/chord/bg1yrydybnyyyy>
- Practice constructing major and minor triads: <https://www.musictheory.net/exercises/chord-construction/bg1yrydyyyyynyyyy>

- Practice recognising major and minor triads on the keyboard:  
<https://www.musictheory.net/exercises/keyboard-chord/dyynybyyy>
- [Find out about another fanfare, listen to it and write a paragraph describing it. Don't forget to include it's title, the name of the composer and what it is used to introduce. You could also include a link to a Youtube clip.](#)
- Find out the difference between the brass instruments commonly used in an orchestra and those in a brass band. These websites may help:
  - <https://www.makingmusic.org.uk/resource/introduction-brass-bands>
  - <https://www.orsymphony.org/learning-community/instruments/brass/>

### **Unit 6: Ground Bass**

- Carry on with practicing recognising major and minor chords using the musictheory.net links in Unit 5.
  - Try composing your own ground bass composition using [BandLab: Make Music Online](#). Add a drum machine rhythm track first to keep everything in sync. Add instrument tracks (you can pick which instruments) – create your own chord sequence and bass line, then add melodies above it.
  - Listen to another composition based on a ground bass – here is a list to get you started:
    - Purcell '[Dido's Lament](#)'
    - Purcell '[Music for a While](#)' (this is a GCSE set-work)
    - Brahms [Symphony No.4 movement 4](#)
    - Ben E King '[Stand By Me](#)'
- Michael Nyman '[The Garden is Becoming a Robe Room](#)'

## **Year 9 Independent Work Tasks – MUSIC**

### **Unit 7: Film Music**

- Practice recognising major and minor scales (you could also try playing them on an instrument): <https://www.musictheory.net/exercises/scale/bg1fyyb1gikyynyyy>
- Practice constructing major and minor scales (by adding the necessary sharp, flat or natural signs) <https://www.musictheory.net/exercises/scale-construction/bfufyyb1gikyynyyy>
- Listen to scale, can you tell if it is major or minor? <https://www.musictheory.net/exercises/ear-scale/fyybyngneyyyy>
- Find out the systems used before major and minor scales (hint – the word you need to find out about is Modes). How did these work? Who used them? Are they still used now? Which modes became our major and minor scales?
- What happened in the 20<sup>th</sup> Century when composers tried to work without major and minor scales (the tonal system). You will need to find out what atonal means. Then research 12-tone serialism and aleatory music. What do you think to this?
- Watch a film or TV programme and pay particular attention to themes that are used to identify characters and listen to how these themes are transformed as the action changes. Tell me (and maybe the rest of your class) about it! (Wallace and Gromit and the Were Rabbit is a good one!)

### **Unit 8: Blues and Rock Music**

- Why is blues important? Read this article to find out! (It also has follow on sections which take you through playing the blues too).

<http://www.studybass.com/lessons/blues-bass/the-importance-of-the-blues/>

- How did blues help overcome segregation in America? Read this article and be sure to click on the 'blues and rock' link.

<http://www.angelfire.com/sc/bluesthesis/>

- If you have an instrument at home, practice playing the 12 bar chord sequence. Try adding 7ths to some of the chords.
- If you play a melody instrument, try improvising and 'jamming' above a blues backing track. Here is a selection to choose from:  
[https://www.youtube.com/results?search\\_query=12+bar+blues+in+g+backing+track](https://www.youtube.com/results?search_query=12+bar+blues+in+g+backing+track)

### **Unit 9: Computer Game Music**

- Play a computer game but keep pausing as you play! Make a list of the different levels/scenes that you visit and describe the music in each. Think about how it creates the mood/atmosphere, builds tension etc.
- Continue with your composition in Bandlab (or create another one of your own).