

TERM 1

Task 1: Create a Timeline detailing the musical periods, key composers and instrumental developments of the time. This can be presented on A3 paper or as a PowerPoint presentation. Your timeline should include the Baroque, Classical, Romantic and Modern Periods. (refer to p2 of the KS4 Knowledge organiser)

Task 2: Key terms revision: Tempo & Dynamics. Using p1 and the glossary from the KS4 knowledge organiser, ensure that you have a secure knowledge of the different Italian terms used to describe the tempo and dynamics in music. **Extension:** you should be able to arrange these terms in order of slowest/softest to fastest/loudest and be able to identify the different symbols used on a music score to identify these terms.

<i>fff</i>	as fortissimo as possible
<i>ff</i>	fortissimo (very loud)
<i>f</i>	forte (loud)
<i>mf</i>	mezzo forte (moderately loud)
<i>mp</i>	mezzo piano (moderately soft)
<i>p</i>	piano (soft)
<i>pp</i>	pianissimo (very soft)
<i>ppp</i>	as pianissimo as possible

Task 3: Music theory One : note names on the treble and bass clefs / key signatures / note & rest values. Use p3 of the KS4 knowledge organiser as support or revision and then complete the online quiz. Link for quiz will be emailed to you and appear on Go4 Schools on the day that the homework is set.

TERM 2

Task 1: Melodic devices quiz You can use p2 of the KS4 knowledge organiser for support or revision and then complete the online quiz. Link for quiz will be emailed to you and appear on Go4 Schools on the day that the homework is set.

Task 2: Musical forms – complete online worksheet about different structures in music. You can use p2 of the KS4 knowledge organiser for support or revision before following the link which will be emailed to you and also added to Go 4 Schools on the day the homework is set.

Task 3: Revision of set work 1 – ‘Badinerie’. You need to prepare for an end of topic assessment which will cover the following, including ‘Badinerie’.

- Dates of musical periods, the great composers and features of the periods.
- Key musical terms – tempo, dynamics, structure
- Notes on the treble and bass clef staves
- Circle of fifths and key signatures
- Cadences and tonality
- Evaluation of ‘Badinerie’ by JS Bach.

You should use the KS4 knowledge organiser and also refer to the Badinerie and musical key terms sections of the Eduqas digital resources site for your revision. (link below)

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=21&lvlId=2>

TERM 3

Task 1: Create a Timeline detailing the history of Chamber Music. You should set out your timeline divided into the 3 musical periods: Baroque, Classical & Romantic. What was the original purpose of the Chamber orchestra? What key orchestral element does it not have? How did chamber orchestras change over time? Extension: Include information about key composers of chamber music and the typical instruments used. (refer to KS4 knowledge organiser and pp 74 – 83 of the textbook)

Task 2: Musical ensembles – listening task preparation. Listen to the following suggested tracks on YouTube in preparation for a discussion lesson surrounding musical ensembles & wider listening.

- ‘The Lark’ by Haydn (first movement) – how would you describe the texture of the opening?
- ‘1812 Overture’ by Tchaikovsky – what do you think is the significance of this piece in terms of the size of ensemble? Can you identify any unusual instruments or sounds in this piece?

Task 3: Music theory Two & key terms quiz : note names on the treble and bass clefs / key signatures / note & rest values; plus all Italian terms related to dynamics and tempo. Use p1 & 3 of the KS4 knowledge organiser as support or revision and then complete the online quiz. Link for quiz will be emailed to you and appear on Go4 Schools on the day that the homework is set.

TERM 4

Task 1: Texture and Performance techniques Quiz

Using the glossary in the KS4 organiser plus online research – can you work provide definitions for and explain the following?

- *Homophonic*
- *Monophonic*
- *Contrapuntal*
- *Polyphonic*
- *Pizzicato*
- *Arco*
- *Double stopping*
- *Staccato*
- *A Capella*
- *Flanger*
- *Distortion*
- *Glissando*

You should then follow the link to the online quiz which will be emailed to you and listed on Go 4 Schools on the day the homework is set.

Task 2: Musical Theatre Unit preparation - watch a well-known musical from the list on p4 of this booklet and complete the evaluation chart (also on p4 of this booklet).

Task 3: Practice exam question: unfamiliar listening.

Listen to this track on YouTube and answer the sample exam questions provided on p5 of this booklet. Try to complete your answers by listening to the extract of music no more than 3 times with a 1 minute gap in between.

<https://www.youtube.com/watch?v=6AicW3Xp9EM>

TERM 5

Task 1: Create a Presentation about film score composers. How many film score composers can you name? When were they alive? Focussing specifically on the life and works of John Williams; What film scores is he best known for? Can you discover his 'fingerprint' techniques? Do his scores have any features in common? You will need to use YouTube to listen to the main themes from his best known scores. Please submit as either a PowerPoint file or on A3 paper.

Task 2: Rock Music listening task and research. Read and answer the task questions about rock groups, Oasis, Blur and Coldplay (pp165 & 166 of the text book) – if you do not have a copy of the textbook, see pages 7 & 8 of this booklet.

Task 3: Music theory Three & key terms quiz : note names on the treble, bass, alto & tenor clefs / key signatures / note & rest values; plus all Italian terms related to dynamics and tempo. Plus key terms from rock, film, musical theatre and ensemble music. Use p1 & 3 of the KS4 knowledge organiser as support or revision and then complete the online quiz. Link for quiz will be emailed to you and appear on Go4 Schools on the day that the homework is set.

TERM 6

Task 1: Texture and Performance techniques Quiz

Annotate your Africa score detailing the different sections. Your score will have been provided in class. You can also get another copy from the KS4 knowledge organiser. Using a coloured pen or highlighter – mark where each verse, chorus and instrumental section starts. Extension: can you also annotate where the key changes are and what key the song changes to?

Task 2: Revision for mock exam – written paper.

Using the KS4 knowledge organiser and interactive revision sections from the Eduqas website

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=21&lvlId=2>

Revise all areas for your mock exam.

- Badinerie
- Africa
- MR D TIGHTS – descriptions (incl. melodic, textural and rhythmic devices)
- Key terms for all areas of study (theory, film, musicals, rock, musical periods)

Task 3: Performance rehearsal for Performance Mock exam.

Ensure that you double your weekly rehearsal time for the next couple of weeks ready to perform in a mock exam for the performance paper.

Yr 10 –Term 4 Task 2 – Watch a musical & do research to complete the table below. Choose from..

- Hairspray (available on Netflix & YouTube)
- The Phantom of the Opera (available on Netflix & YouTube)
- Les Miserables (available on Netflix)
- Hamilton (available on Disney+)
- West Side Story (available on Disney+)
- Buggy Malone (YouTube – full version with Jodie Foster and Matt Baio)
- Legally Blonde (available on YouTube)

Name of musical watched	Year it was released	Who composed the music?
Name the main characters...	Did the musical contain any ensemble numbers?	Was it s 'sung-through' musical? Ie: was the whole thing sung, or was there some normal dialogue as well?
Did the music have a specific style? If so what?	What specific instruments could you hear playing the music?	Any other observations?

Yr10 – Term 4 Task 3 – Exam practice questions. Listen to the following film extract : <https://www.youtube.com/watch?v=6AicW3Xp9EM> following the lyrics as provided. Then answer the exam questions on the next page. You should aim to listen to the extract 3 times.

Area of Study 3: Film Music (I've Got A) Golden Ticket – Student Sheet

Taken from the film *Willy Wonka & the Chocolate Factory*
Words and Music by Leslie Bricusse and Anthony Newley

INTRO

Look at me. Look at me! Up and about.
I haven't done this in twenty years. Grandpa!

CHORUS 1

I never thought my life could be anything but catastrophe,
But suddenly I begin to see a bit of good luck for me.
'Cos I've got a golden ticket,
I've got a golden twinkle in my eye.

CHORUS 2

I never had a chance to shine, never a happy song to sing,
But suddenly half the world is mine, what an amazing thing!
'Cos I've got a golden ticket (it's ours Charlie),
I've got a golden sun up in the sky (slippers Charlie).

VERSE 1

I never thought I'd see the day when I would face the world and say
Good morning – look at the sun!
I never thought that I would be slap in the lap of luxury
'Cos I'd have said it couldn't be done. But it can be done!

BRIDGE 1

The cane Charlie. Ah – Here I go. Watch my speed.

CHORUS 3

I never dreamed that I would climb over the moon in ecstasy,
But nevertheless it's there that I'm shortly about to be.
'Cos I've got a golden ticket,
I've got a golden chance to make my way,
And with a golden ticket it's a golden day.

VERSE 2

Good morning – look at the sun!
'Cos I'd have said it couldn't be done. But it can be done!

CHORUS 4

I never dreamed that I would climb over the moon in ecstasy,
But nevertheless it's there that I'm shortly about to be.
'Cos I've got a golden ticket, I've got a golden ticket,
I've got a golden chance to make my way,
And with a golden ticket it's a golden day.



(I've Got A) Golden Ticket is taken from the 1971 film *Willy Wonka & the Chocolate Factory*. It is an adaptation of the 1964 novel *Charlie and the Chocolate Factory* by Roald Dahl and tells the story of Charlie Bucket as he receives a Golden Ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

At this point in the story, Charlie has just found the final Golden Ticket. He asks his Grandpa Joe to chaperone him for the visit to the factory and, despite the fact that Grandpa Joe has been bedridden for years, he is so elated for Charlie that he gets out of bed and discovers that he is able to walk!

Yr10 – Term 4 Task 3 cont...

1) During the first line of the Intro, which of the following woodwind instruments accompanies the singer? (Underline one).

Flute Oboe Clarinet Bassoon

2) How would you describe the tempo during Chorus 1?

Allegro (Quick) Andante (Walking Pace) Adagio (Slow)

3) The main pulse is established during Chorus 2. What is the time signature of this song?

4/4 (four crotchet beats per bar) 12/8 (twelve quaver beats per bar)

3/4 (three crotchet beats per bar) 9/8 (nine quaver beats per bar)

4) During the fourth line of Verse 1, which of the following brass instruments plays in dialogue (conversation) with the singer?

Trumpet French Horn Trombone Tuba

5) How many sections of the orchestra (Strings, Woodwind, Brass and Percussion) can be heard during Bridge 1?

1 2 3 4

6) Which of the final three sections of the song contains an example of dissonance (a lack of harmony)?

Chorus 3 Verse 2 Chorus 4

7) Verse 2 ends with a key change. Is this new key lower or higher than before?

Lower Higher

8) Identify the tonality of this song.

Minor Major

9) Which statement about the dynamic range of the song is most accurate?

The dynamic is generally quiet most of the time

A range of dynamics are presented during the song

The dynamic is generally loud most of the time

10) What type of voice sings the melody throughout this song?

Soprano (high female) Alto (low female) Tenor (high male) Bass (low male)

Task

Research the following groups and listen to their top hits.

The group **Oasis** was an English rock band formed in 1991. They favoured a more simplistic musical approach, influenced by the Beatles in the way that they structured their songs, relying on beat-related percussion in the way they utilised the lead guitar. Listen to their famous hit song 'Don't Look Back in Anger' and see how they used material from John Lennon's song 'Imagine'.

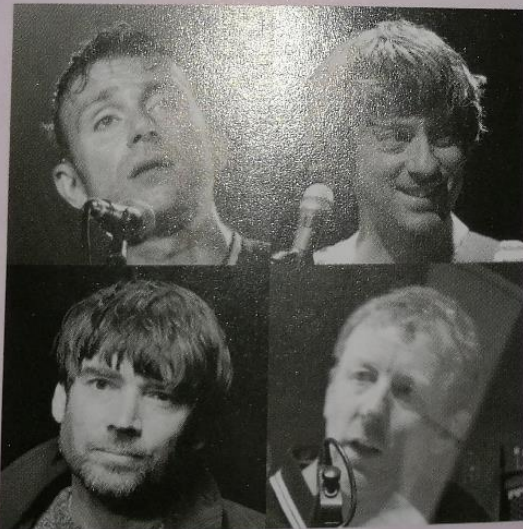
The final touring line-up in 2009 consisted of lead guitar, rhythm guitar, bass guitar, drums, keyboard and singer.



▲ Liam and Noel Gallagher of Oasis



▲ Damon Albarn (1968-), lead singer and co-founder of Blur



The group **Blur** was formed in London in 1988. They helped to establish the 'Britpop' genre, but also experimented with other musical styles such as indie rock, gospel, electronic, hip-hop and African music. They preferred to work in more traditional ways and were also influenced by the Beatles, The Kinks and other British bands of the 60s. They used guitars, drums and synthesiser with vocals.

Term 5 – Task 2

Start with..

Listen to a hit song by each band. Research each band. Dates / Where from / Style / Instruments?

Now do...

Research each band as above. When you listen to their hits, use MR D TIGHTS to evaluate each song.

Continued on next page...

SECTION 4 POPULAR MUSIC

Coldplay was formed in 1996. They are now regarded as among the world's best-selling music artists, and have a string of awards to their credit. They are described as a 'post-Britpop' band, and have cultivated a melodic and 'meditative' style – their musical style has been described by Chris Martin, the lead singer/pianist in the group, as more 'limestone rock' than 'hard rock'!



The music industry has seen literally thousands of artists and groups, in the UK and across the world, make their name in the genres of rock and pop. It was a musical phenomenon – a style born to teenagers now in their 70s and 80s, which has stood the test of time, probably because of the eclectic nature of the music. There is a tremendous amount of overlap between the rock and pop styles, and the history and development of the genre is well documented in books and on the Internet for any further research you wish to do. Lots of clips and information are available on the Internet, which will be interesting, and fun to watch and learn from.



▲ Sex Pistols