

Performing Arts department remote learning plan

YEAR 7:

Using Oak National Academy live lesson.

“To understand how to communicate the meaning of a song effectively” - In this lesson, pupils will explore how to communicate a song using a variety of expression, including dynamics and articulation. They will also compose their own verse and perform their version of an acapella song with body percussion accompaniment.

YEAR 8:

Using Oak National Academy live lesson.

“How can secondary chords be introduced in an accompaniment?” - In this lesson pupils will learn about the secondary chords and how these can be used to add interest to chord progressions. They will learn how to create their own chord progression and explore how to make it more rhythmically exciting.

YEAR 9 MUSIC:

Continuation of masterclass lessons which will be uploaded to TEAMS:

- Notation & note beamings

YEAR 9 P.ARTS:

Continue mock coursework unit.

- Research & compare different types of musicals (book, concept, juke etc).
- Watch interview with actor playing Tracy & answer questions (on SMH).

YEAR 10 MUSIC:

Continuation of masterclass lessons which will be uploaded to TEAMS:

- Notation & note beamings

YEAR 10 P.ARTS:

Coursework continuation.

- Research & compare different types of musicals (book, concept, juke etc).
- Watch interview with actor playing Tracy & answer questions (on SMH).

YEAR 11 P.ARTS:

Coursework continuation. TEAMS meetings arranged for 3rd & 4th during normal lesson time.

PERFORMERS:

Need to record at least 2 videos of them rehearsing at home & complete the following questions for each video they record EVERY WEEK:

1. **What have you done today?** *Describe in detail everything that took place in today's rehearsal.*
2. **Identify & describe** a **strength** in today's rehearsal, & **explain why** it was a strength.
3. **Identify & describe** an **area for development** from today's rehearsal, & **explain why** it needs further development. **How** could you improve on this?

Videos & question answers (either typed up or a photo of them handwritten) to be submitted on SMH to they can be added to portfolio.

MAKE SURE VIDEOS & REHEARSAL LOGS ARE SHOWING PROGRESS BEING MADE ON THE PIECE - NO POINT IN SENDING THE SAME THING EVERY WEEK - NEED TO PUT TOGETHER A TIMETIME OF VIDEOS SHOWING THE PIECE BEING DEVELOPED & GETTING BETTER THROUGH TARGETED, CONCENTRATED PRACTISE!

DESIGNERS:

Continue working through the design checklist (attached on SMH). Complete tasks in order & on paper if they don't have sketch book at home.

By the end of this half term, they should have all of the following fully done:

- Research tasks (ways to create chosen area & 3 example designers from your chosen area)
- initial rough designs (3)
- Improved designs (3) & evaluation of designs (what you improved/changed & why)
- Final design (1) (**Challenge** – *costing, materials, how it will work/be created, sizes etc.*)

As we don't know when you'll be back in school, need to start making design pieces now at home. If Materials/resources are needed from school, let Mrs Millington know – she can gather stuff & leave at reception to be picked up. Take pictures of work & submit on SMH so I can see what is being done.

If all of the above & are waiting to start/continue making, then can start putting presentation together - I've attached a checklist that tells what needs to go on presentation & how long it needs to last on SMH & also 2 distinction examples from last year.