

Performing Arts department remote learning plan

<p>YEAR 7: Using Oak National Academy live lesson. “Exploring basic beatboxing sonorities: Performing a structured piece” - This lesson includes a basic introduction to beatboxing, exploring the bass, hi-hat and snare sounds in different patterns. The lesson also explores how compositions and performances can be structured. <i>**Lesson follows on perfectly from what trainee teachers had been teaching before christmas holidays**.</i></p>	
<p>YEAR 8: Using Oak National Academy live lesson. “How do chords help us to identify Reggae?” - In this lesson, pupils will learn about how they can identify reggae music by the rhythm in which the chords are played. They will learn about the music of two reggae artists, and learn how to play chords in a reggae style. They will add the G major chord to their repertoire, and end the lesson by playing along to a more challenging backing track on their instrument (online keyboard). <i>**Lesson continues topic that was going to be covered in class anyway.**</i></p>	
<p>YEAR 9 MUSIC: Trainees to be developing & delivering own masterclass lessons which will be uploaded to SMH: <ul style="list-style-type: none"> • Miss Mediche – key signatures (11/1) • Mr Urben – notation & time signatures (18 & 25/1) • Mr Yasrebi – dynamics & tempo (1 & 8/2) </p>	<p>YEAR 9 P.ARTS: Start mock coursework unit. Continue studying “Hairspray live” by researching creative team behind the piece (to be submitted via SMH).</p>
<p>YEAR 10 MUSIC: Trainees to be developing & delivering own masterclass lessons which will be uploaded to SMH: <ul style="list-style-type: none"> • Miss Mediche – Scales & key signatures (11 & 18/1) • Mr Urben – notation & time signatures (25/1 & 1/2) • Mr Yasrebi – dynamics & tempo (8 & 15/2) </p>	<p>YEAR 10 P.ARTS: Coursework continuation. Continue studying “Hairspray live” by researching creative team behind the piece (to be submitted via SMH).</p>
<p>YEAR 11 P.ARTS: Coursework continuation. <u>TEAMS meetings arranged for 13th & 14th during normal lesson time.</u></p> <p>PERFORMERS: Need to record <u>at least 2</u> videos of them rehearsing at home & complete the following questions <u>for each video they record</u>:</p> <ol style="list-style-type: none"> 1. What have you done today? <i>Describe in detail everything that took place in today's rehearsal.</i> 2. Identify & describe a <u>strength</u> in today's rehearsal, & explain why it was a strength. 3. Identify & describe an <u>area for development</u> from today's rehearsal, & explain why it needs further development. How could you improve on this? <p><i>Videos & question answers (either typed up or a photo of them handwritten) to be submitted on SMH to they can be added to portfolio.</i></p> <p>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 week, they should have all of the following fully done:</p> <ul style="list-style-type: none"> • 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.) <p>Can concentrate on the actual making of final designs once are back in next week.</p> <p>Take pictures of work & submit on SMH so I can see what is being done.</p> <p><i>**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.**</i></p>	