

Year 10 – T5

Music

Home Learning

Booklet



Name: _____

Tutor Group: _____

Music Teacher: _____

HL1: Skills audit – developing musical skills appropriate to style and context

Before you can work on developing your skills and techniques as a performer, you need to know what skills you currently have and what skills you need to develop.

As a performer, you need to be able to use a variety of skills and techniques across a range of areas. This audit highlights some of these areas for you. There are some examples of skills you could put in each section, but there are also blank spaces for you to fill in with your own. It would also be a good idea to discuss this audit with your teacher before completing.

Timing and phrasing			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Being able to stay in time during a piece</i>			
<i>Being able to play all the pitches accurately</i>			
<i>Understanding what phrasing is</i>			
<i>Being able to play in musical phrases</i>			
<i>Understanding and using appropriate articulation</i>			

Use of dynamics and expression			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Understanding what the symbols are for dynamics</i>			
<i>Being able to play using dynamics</i>			
<i>Understanding what expression is</i>			
<i>Being able to play using expression</i>			
<i>Being able to play all the dynamics accurately</i>			

Rhythm and pitch			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Being able to play rhythm accurately</i>			
<i>Playing with correct intonation</i>			

Using equipment appropriately			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Knowing how to set up and pack away your instrument safely</i>			
<i>Understanding how to look after your instrument/voice</i>			
<i>Knowing the basic skills for troubleshooting problems with your instrument/voice (you might want to be more specific below)</i>			

Combining instruments and sounds			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Selecting appropriate combinations of instruments to achieve a desired sound palette</i>			
<i>Exploring different combinations of instruments e.g. fusion</i>			
<i>Combining electronic and acoustic instruments</i>			
<i>Exploring non-traditional ensembles</i>			
<i>Experimenting with different ways of making sound (e.g using a violin bow to play a cymbal or a guitar)</i>			

Health and Safety			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Ensuring correct noise levels are adhered to</i>			
<i>Know how to position cables and wires safely</i>			
<i>How to check for trip hazards</i>			
<i>Knowing about fire hazards for music equipment and how to minimise risk</i>			

Completed 
Lesson Date

Lesson and Practice Notes

Technical work

Theory

Peice/ repertoire

Theory

Signature from instrumental
teacher

HL2: Skills audit – creating original music

Learning outcome B2: Development of technical music skills and techniques

Before you can work on developing your skills and techniques as a musical creator, you need to know what skills you currently have and what skills you need to develop.

As a creator, you need to be able to use a variety of skills and techniques across a range of areas. This audit highlights each of these areas for you. There are some examples of skills you could put in each section, but there are also blank spaces for you to fill in with your own. It would also be a good idea to discuss this audit with your teacher before completing it.

Using rhythmic patterns			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Knowing the basic note values</i>			
<i>Understanding time signatures</i>			
<i>Using rhythms in layers</i>			
<i>Knowing how to write a syncopated rhythm</i>			
<i>Knowing how to write a varied rhythm</i>			

Using melodic patterns			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Knowing the notes in a key</i>			
<i>Understanding the importance of conjunct and disjunct writing when creating music in different styles</i>			
<i>Understanding how to use patterns and sequences</i>			
<i>Understanding how a motif can become a melody</i>			
<i>Composing a short melody with confidence</i>			

Developing harmony			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where y teacher feels I am currently (0 = can't do, 5 = confident)
<i>Knowing how chords are created</i>			
<i>Knowing how to play the basic chords in a key</i>			
<i>Understanding which chords work well with each other</i>			
<i>Knowing how to develop a chord pattern</i>			
<i>Knowing what an extended chord is and where it is best to use them</i>			

Using structure effectively			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Knowing at least three different ways of 'building' a piece of music in sections</i>			
<i>Understanding the differences needed in each section</i>			
<i>Being able to create at least two sections in a piece</i>			

Now complete an audit for Exploring and extending ideas, filling in the first column with relevant skills or techniques.

Exploring and extending ideas			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)



Lesson Date

Lesson and Practice Notes

Technical work

Theory

Peice/ repertoire

Theory

Signature from instrumental
teacher

HL3: Skills audit – music performance

Learning outcome B: Development of technical music skills and techniques

Before you can work on developing your skills and techniques as a performer, you need to know what skills you currently have and what skills you need to develop.

As a performer, you need to be able to use a variety of skills and techniques across a range of areas. This audit highlights some of these areas for you. There are some examples of skills you could put in each section, but there are also blank spaces for you to fill in with your own. It would also be a good idea to discuss this audit with your teacher before completing it.

Instrumental or vocal technique			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>Using technical exercises to improve instrumental technique</i>			
<i>Producing effective sound quality on your instrument/voice</i>			
<i>Understanding how to change the sound produced</i>			
<i>Knowing the unique sounds your instrument/voice can produce – and being able to do this</i>			

Tuning			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>(For stringed instruments) – I know the note names of the strings</i>			
<i>(For transposing instruments) – I know what note my instrument tunes to</i>			
<i>I can tune my instrument by ear</i>			
<i>I can tune my instrument with an app/tuner</i>			
<i>I know what conditions will affect the tuning of my instrument</i>			

Practice routines			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>I can develop an effective practice routine</i>			
<i>I can make logical progressions from one practice session to another</i>			
<i>I can break down a larger practice aim into manageable chunks</i>			
<i>I am able to build upon the successes and development points of my previous practice session</i>			

Physical preparation and exercise			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>I know how to physically warm-up to prevent injury/fatigue</i>			
<i>I know the risks involved in overworking/over practising my instrument</i>			
<i>I know how to hold my instrument/sit/stand in order to prevent injury</i>			
<i>I have used the Alexander Technique/Yoga/Pilates to ensure I am physically prepared to perform</i>			

Learning repertoire			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>I am able to break down a larger piece of music into sections to practise</i>			
<i>I play small sections repeatedly to improve muscle memory</i>			
<i>I can identify difficult passages in order to focus on the repertoire I struggle with</i>			
<i>I know how to adapt repertoire to suit my chosen style/instrument</i>			
<i>I am able to transpose pieces to suit the range I can play/sing on my instrument/voice</i>			

Following accompaniment			
Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)
<i>I can play with a click track/metronome</i>			
<i>I know how to communicate effectively with a live accompaniment</i>			
<i>I can play in time with a pre-recorded backing track</i>			
<i>I know how to use technology/apps to adapt a backing track to suit my needs</i>			
<i>I know how to find appropriate accompaniment and backing tracks to suit my performance aims</i>			

Below are some blank audits for you to complete with other skills

High Expectations lead to High Achievers

Skill/technique	My current level (0 = can't do, 5 = confident)	Level I would like to work towards (1 = basic, 5 = confident)	Where my teacher feels I am currently (0 = can't do, 5 = confident)



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HL4: Working Safely

Learning outcome A1: Professional skills for the music industry

1. What is unsafe or hazardous in each of these images and how could you avoid it?

Image 1



In Image 1, the following could be a hazard...

This could be prevented or improved if...

Image 2



In Image 2, the following could be a hazard...

This could be prevented or improved if...

Image 3



In Image 3, the following could be a hazard...

This could be prevented or improved if...

Image 4



In Image 4, the following could be a hazard...

This could be prevented or improved if...

2. Now you have located hazards in these images, you should locate hazards in your own practice. Try to identify any hazards and mitigations in your rehearsal and performance space and in other areas of the school. You could use a photo log and annotate it. Ensure that in your own rehearsals, you are evidencing hazards and how you are preventing them.



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HL5: Recording your work

Learning outcome A2: Planning and communicating skills development

1. Sort the following ways of recording work into the appropriate box. Think about the best ways a performer, producer and a composer could record their work. If you choose to put them in the 'more than one' box, write a short explanation about why you think this is the best choice

digital portfolios

rehearsal diaries

screenshots

recorded auditions

initial mixes

compositional sketches

reviews from others

studio track sheets

milestone performances

rough cuts

production notes

raw recordings and drafts

applications of effects

Performer

Producer

Composer

More than one

2. Which of the listed ways of recording your work would you find most useful? Explain your choice.

Extension activity

Decide which ways of recording your work you might need to develop, and research how this will help you in your musical career.



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Technical work

Theory

Peice/ repertoire

Theory

Signature from instrumental
teacher

HL6: Sharing your work

Learning outcome A2: Planning and communicating music skills development

Musicians use social media to get exposure. They can promote their work and gain recognition: many have achieved great success from this approach.

Task

Research at least three different social media platforms that music artists and producers use to share their work (e.g., Soundcloud™, Bandcamp™, and YouTube™). Provide the following information:

- the platform logo
- a brief description of how the platform works
- any costs/payments involved
- the names of famous people who are known to use the platform
- reasons why the platform helps musicians and producers
- an example of one specific artist who has achieved their success as a direct result of this platform.

Platform 1

Name

Logo

Description of the platform

Costs/payments

Famous people

How it helps achieve success

Case study of one artist who achieved success via the platform

Your opinion of this platform

Platform 2

Name

Logo

Description of the platform

Costs/payments

Famous people

How it helps achieve success

Case study of one artist who achieved success via the platform

Your opinion of this platform

Platform 3

Name

Logo

Description of the platform

Costs/payments

Famous people

How it helps achieve success

Case study of one artist who achieved success via the platform

Your opinion of this platform



Lesson Date

Lesson and Practice Notes

Technical work

Theory

Peice/ repertoire

Theory

Signature from instrumental
teacher