

## Homework - Music

### Year 7

Homework will take the form of a booklet set according to the schedule on the website.

### Year 8

Year 8 music homework will be set fortnightly and will support and enrich the learning of each of the three components within the subject: *Performing, Composing, Listening and Appraising*.

Homework tasks are designed to develop a wide range of skills such as:

- Use of key terminology and spelling by regular quizzing using Kahoot and Socrative.
- Research tasks, looking at composers and performances.
- Short composing tasks to develop creativity and imagination, along with the understanding of notation and use of music technology within the subject.
- Performance practise to develop performance techniques and to help further understand the use of notation.

All homework tasks throughout the year are linked with each of the three schemes of learning: Film music, Popular music and Musicals.

### Year 9

Year 9 music homework supports and enriches the learning of each of the three components within the subject: Performing, Composing, Listening and Appraising. Homework tasks are designed to develop a wide range of skills such as: use of key terminology by regularly key term quizzes, musical structures and composition techniques by theory based worksheets and short composing tasks, performance skills and techniques through performance opportunities, listening and appraising skills by preparing and delivering presentations using PowerPoint, Popplet or Pic Collage. Students will also be given tasks to improve their extended writing, which will link directly to the topic of work. All homework tasks throughout the year are linked with each of the three schemes of learning: Popular music, Classical music and Film music.

### Year 10

Year 10 music homework supports and enriches the learning of each of the three components within the subject: Performing, Composing, Listening and Appraising.

**Performing** - Students will be expected to practise their instruments regularly and begin to work on their solo performance material. Performance opportunities will be given throughout the year for students to showcase their performance skills in regular performance assessments, Christmas and summer music concerts.

**Composing** - Students will be given short composing tasks using both GarageBand and noteflight notation software. Listening research tasks will be given in to develop student listening an understanding of musical purpose and technique. Theory based worksheets will be used in order to further develop musical understanding of compositional techniques in order to prepare and begin work on composition 1 (free composition).

**Listening and Appraising** - Students will be given listening tasks in order to develop further listening and improve contextual knowledge within set work 1 (AoS 1) and Music for Ensemble (AoS 2).

Homework tasks will be in the form of regular quizzes and mind maps to support knowledge learned for each of the AoS 1 & 2. Students will be given research tasks on composers and pieces and will prepare a presentation to develop an understanding of the musical periods (set work 1 - AoS 1). Extended writing tasks are used to support and build knowledge and understanding of musical analysis of set work 1. Students will develop skills for Music for Ensemble (AoS 2) through listening exercises in order to expand their listening repertoire. Listening exercises will require to students to: identify instruments, type of ensemble, year of composition and possible composer.

## Year 11

Year 11 music homework supports and enriches the learning of each of the three components within the subject: Performing, Composing, Listening and Appraising.

**Performing** - Students will be expected to practise their instruments regularly and begin to work on their ensemble and solo performance material. Performance opportunities will be given throughout the year for students to showcase their performance skills at the Christmas and summer music concert.

**Composing** - Students will be given short composing tasks using both GarageBand and Sibelius notation software. Theory based worksheets will be used in order to further develop musical understanding of compositional techniques in order to prepare and begin work on composition 2 (set brief composition). Students will be expected to develop their wider listening skills by listening to and analysing music from the period of which the set brief is set.

**Listening and Appraising** - Students will be given listening tasks in order to develop further listening and improve contextual knowledge within set work 2 (AoS 1) and Music for Film (AoS 3).

Homework tasks will be in the form of regular quizzes and mind maps to support knowledge learned for each of the AoS 1 & 3. Students will be given research tasks on composers and pieces and will prepare a presentation to develop an understanding of the musical periods (set work 1 - AoS 1). Extended writing tasks are used to support and build knowledge and understanding of musical analysis of set work 1. Students will develop extended writing skills for Music for Film (AoS 3) through listening exercises in order to expand their listening awareness. Listening exercises will require to students to: identify instruments, musical purpose and

intention through the use of key terminology. Towards the end of the year, revision of each of the four areas of study will be in the form of quizzes created by students using Quizlet and Socrative and the use of mind maps using apps such as Popplet.

## **Year 12**

Year 12 music homework supports each of the three components within the subject: Performing Composing, Listening and Appraising.

**Performing** - Students are expected to practise their instruments daily and begin to plan and prepare material for a recital in year 13. Students will work towards improving their performance level to grade 6 standard or above. Performance opportunities will be given throughout the year for students to showcase their performance skills at the Christmas and summer music concert.

**Composing** - Students will be given short composing tasks using Sibelius notation software. Composing tasks will build on prior knowledge of compositional techniques and explore musical theory further to allow students to meet assessment criteria. Research of compositional techniques will also further support knowledge and understanding of musical context. Listening and analysis tasks will be given to broaden listening repertoire in order to develop awareness of musical purpose so that students can plan and prepare composition 1 (free composition).

**Listening and Appraising** - Students will be given listening and appraising tasks in order to develop further listening and improve contextual knowledge within set work 1: Western Classical Tradition (AoS A) and Musicals (AoS C). Students are given a course handbook consisting of different homework tasks ranging from comprehension, listening, theory and extended writing tasks. Throughout year 12, students will focus on two of the four areas of study (A and C). Homework tasks will be in the form of wider listening and building their listening repertoire to support their knowledge of AoS A. Area of Study A listening tasks will focus on the knowledge of set work 1 through musical analysis. Extended writing tasks are used to further develop knowledge and understanding of musical context. Area of Study C listening skills and extended writing tasks will focus on musical purpose, characteristics and intention by identifying instruments, the action(s) portrayed, all described using technical terminology.

## **Year 13**

Year 13 music homework supports each of the three components within the subject: Performing Composing, Listening and Appraising.

**Performing** - Students are expected to practise their instruments daily and prepare for the visit of an external examiner. Students will continue to prepare their 12-15 minute recital, delivering pieces of a grade 6 standard or above. Students are encouraged to perform part of their recital in the school Christmas music concert. A mock recital opportunity will be given one month before the examiners' visit. The recital will be recorded, marked and feedback will be given.

**Composing** - Students will be given short composing tasks using Sibelius notation software. Composing tasks will build on prior knowledge of compositional techniques and explore musical theory further to allow students to meet assessment criteria. Research of compositional techniques will also further support knowledge and understanding of musical context. Listening and analysis tasks will be given to broaden listening repertoire in order to develop awareness of musical purpose so that students can plan and prepare composition 2 (set brief composition).

**Listening and Appraising** - Students will be given listening and appraising tasks in order to develop further listening and improve contextual knowledge within set work 2: Western Classical Tradition (AoS A) and 20Th Century (AoS E). Students are given a course handbook consisting of different homework tasks ranging from comprehension, listening, theory and extended writing tasks. Throughout year 12, students will focus of two of the four areas of study (A and E) Homework tasks will be in the form of wider listening and building their listening repertoire to support their knowledge of AoS A. Area of Study A listening tasks will focus on the knowledge of set work 1 through musical analysis. Extended writing tasks are used to further develop knowledge understanding of musical context. Area of Study E listening skills and extended writing tasks will focus on extended musical theory, developing an awareness of different style and characteristics of music of the 20th Century, all described using technical terminology.

## **Homework – Art**

### **Year 7**

Homework will take the form of a booklet set according to the schedule on the website.

### **Year 8**

Homework activities support and enhance the practical work completed in lesson time. Students have the opportunity to explore and develop new techniques and skills in preparation for tasks in school. This will include drawing, designing, photography and digital art. Students will also undertake research looking at various artists and art movements consolidating their knowledge and understanding of key facts and terminology. Homework will also be an opportunity for students to express their opinions and creativity. Homework will be set on alternate weeks.

### **Year 9**

Art Year 9 Homework activities support and enhance the project work completed in lesson time. Students have the opportunity to explore and develop new techniques and skills in preparation for tasks in school. This will include drawing, designing, photography and creating collages. Students will also undertake research looking at various artists and art movements documenting their work through annotations. Homework will also be a chance for students to refine and modify their work as well as to plan and evaluate.

### **Year 10**

Students will be completing tasks directly linked to component 1 of their art and design GCSE. Activities will include the completion of coursework through refining and modifying. Homework will also extend their competency in a range of media, techniques and processes that will include drawing, photography, design and painting. Students will further their knowledge of artists and art movement through analysis, research and gallery visits. There will also be a requirement to plan and prepare for future tasks in school.

### **Year 11**

All homework tasks will be directly linked to the completion of component 1 and 2 in their art and design GCSE. Students will be modifying and refining their personal responses to the first component as well as creating evidence for all the assessment objectives. This could be in the form of drawing, painting, photography, mixed media, textiles or three-dimensional work. In the second component homework will consist of creating preparatory studies leading up to their practical exam. Activities include conducting primary research, exploring artists, gallery visits, designing, planning and experimenting with media.

## **Year 12**

All tasks are designed to support students with their transition to the A level course and becoming more independent artists. Students will be developing and exploring new skills, techniques and processes that enhance their work in the art studios. They will be challenged to think more creatively and produce original work for their self-directed brief in component 1. Activities will include drawing with a range of media, painting with oils, creating photo shoots, digital manipulation, gallery visits and making art with recycled materials.

## **Year 13**

All independent study will be directly linked to the completion of component 1 and 2 in their art and design A level course. Students will be modifying and refining their personal responses to the first component as well as creating evidence for all the assessment objectives. Activities will be set individually as they will be related to their self-directed brief and area of personal interest. In the second component independent study will consist of creating preparatory studies leading up to their practical exam. Activities include conducting primary research, exploring artists, gallery visits, designing, planning and experimenting with media.

## **Dance**

**Year 7** – No dance homework will be set in Year 7

### **Year 8**

Students will undertake the following types of homework, once per fortnight;

Learn spelling of key terms, learn the meanings of key terms, writing quiz questions on the current topic, watching relevant dance clips and commenting, watching your own dance on video and giving your group a www and ioti, rehearsals for end of unit performances and revision for end of unit quizzes.

### **Year 9**

Students will undertake the following types of homework, once per fortnight;

Learn spelling of key terms, learn the meanings of key terms, writing quiz questions on the current topic, watching relevant dance clips and commenting, watching your own dance on video and giving your group a www and ioti, rehearsals for end of unit performances and revision for end of unit quizzes

### **Year 10**

The majority of homework in year 10 involves applying lesson content to exam style questions, thus consolidating students learning. This includes three professional anthology works, reflecting on own performance skills and the approach to hypothetical choreography. With anthology works, students will at times, be set homework which prepares them for quizzes or spelling tests, or revision for an end of unit test. Additionally, students may be involved in performance in Year 11 or Year 13 exam choreography pieces. This requires a great deal of students' time and the experience significantly benefits the students' progress.

### **Year 11**

Homework in year 11 largely involves applying lesson content to exam style questions, thus consolidating students learning. This includes one new professional anthology work plus revision of the five anthology works previously taught, reflecting on own performance skills and choreography, and the approach to hypothetical choreography. With anthology works, occasionally students will be set homework which prepares them for quizzes or spelling tests, or revision for their mock and real exam. Additionally, students will be involved in preparing and teaching their own and performing in other students' exam choreography pieces. This requires a great deal of students' time, yet practical rehearsal time is expected in addition to weekly written homework.

## **Year 12**

The homework in year 12 includes written work and practical tasks. The written work begins with research tasks, or written tasks in response to key documents and video resources, and when class work becomes more specifically related to exam content, the students will be required to complete exam style questions to consolidate and apply their learning. For example, students will study the history of British modern dance. Then this becomes specifically Rambert Dance Company. They also focus on three company practitioners, and one set work from one of those practitioners, as well as contextual professional works. Additionally, students are expected to choreograph, plan or rehearse practical work independently in order to show progress between lessons. Furthermore, students may be involved in performance in Year 13 exam choreography pieces. This requires a great deal of students' time and the experience significantly benefits the students' progress.

## **Year 13**

The homework in year 13 includes written work and practical tasks. The written work begins with research tasks, or written tasks in response to key documents and video resources, and when class work becomes more specifically related to exam content, the students will be required to complete exam style questions to consolidate and apply their learning. For example, students will study the wider genre of independent contemporary dance in Britain (2000-current) which leads to the study of three practitioners, and one set work from one of those practitioners, as well as contextual professional works. Additionally, students are expected to choreograph, plan or rehearse practical work independently in order to show progress between lessons.

## **Drama**

**Year 7** – No drama homework will be set in Year 7

### **Year 8**

As a practical, performance based subject the vast majority of the tasks set in Drama will be completed in the classroom, with students learning dynamically from the interaction with their peers and creation and evaluation of performances that generally make up the lesson. There will however be several instances across year 8 when tasks that will feed into the classwork will be set as homework outside the lesson. This may involve tasks such as researching an issue or topic we are exploring dramatically in class; scripting short scenes in preparation for a lesson or coming up with ideas in response to stimuli that students can then bring into class for discussion

### **Year 9**

In Year 9, homework will be set weekly /bi-weekly and completed and marked in exercise books. It will log the more sophisticated vocabulary students are taught across the bridging units in preparation for possible GCSE study. Homework is designed to be both metacognitive in nature and focuses on the knowledge /terminology gained week to week, but also begins the process of analysing and evaluating the effectiveness of their practical application in the lesson. Tasks are very structured with questions which accrue in difficulty. They are designed to operate as writing frameworks and extension tasks push the most able. Homework will support the development of the difficult skill of writing about drama- particularly with regards to analysing and evaluating acting. Some homeworks will involve students generating ideas from stimuli for the following lesson; others will analyse the practical application of knowledge/vocabulary /conventions and evaluate the impact of their choices on the audience.

### **Year 10**

Homework is initially designed to satisfy the written element of component 2 of the GCSE -a devising log that runs concurrently with their practical devising and is worth 70% of the overall marks for the unit. This is completed on pro-formas stuck into exercise books- a series of structured tasks, within a framework that allows every student to access the marking criteria. Homework tasks are set when appropriate to the stage of the devising students are working at. Some homeworks will involve re-drafting and closing the gap especially when working towards the final draft of this document. It is marked and assessed against the criteria in the specification. The study of a set text in the second half of year 10 means that homework covers a range of skills and formats -researching socio-cultural contexts; completing character profiles; applying new vocabulary and learning to the analysis and annotation of text; The learning of lines; rehearsal and - following practical exploration and application in class -the analysis of acting performance and evaluation/ impact of performance

choices. This develops into a consideration of exam questions. Homework involves answering exam questions and closing the gap, revising question by question structures, leading to timed essays in class. This homework is completed in work booklets that run concurrently with the programme of learning, and then in exercise books which are marked against criteria adapted from sample assessment materials and examination mark schemes. Repetition develops fluency and confidence in the materials.

## **Year 11**

Homework in year 11 is initially focused around preparation for Component 3 of the GCSE -Scripted performance. Homework covers a range of skills and formats -researching socio-cultural contexts of the plays studied; completing character profiles; applying acting vocabulary and characterisation techniques to the analysis and annotation of text; the learning of lines; rehearsal and -following practical exploration and application in class -analysis of acting performance and evaluating the impact of performance choices, in the lead up to external examination. Students also complete Section A's (4 multiple choice questions) as starters in class and then research other satellite issues/ areas around those questions for homework. Work then becomes more focused around preparation for component 1 -the written exam and is completed in exercise books/work booklets and kept in individual student wallets. Work in class is turned into revision friendly formats (flashcards /mind-maps) etc for homework, and memorising /learning structures and key vocabulary is also crucial here. Students complete essays in class and close the gap /repeat work as homework's-developing fluency and confidence in the run up to May

## **Year 12 /13**

All students are given independent learning guidance at the start of the year, detailing a range of extra-curricular tasks they can engage in outside the classroom which, though not formally assessed will enrich their studies. Homework supports, develops and acts as metacognition of the learning students do in Year 12. Research into the socio-cultural /political / economic and historical contexts of the plays they study, the development of creative ideas which feed directly into the practical exploration they undertake in class and a mix of analytical and evaluative tasks, which log and formulate value judgements of the work produced-both as an individual and in groups. Preparation for the devising portfolio-the coursework element of Component 1 of the A level(worth 70% of the marks)- which runs concurrently with their practical devising -leading to assessed performance is a significant ongoing piece of work. This is completed on file paper and kept in individual student folders provided by the department. This work is marked to the criteria in the specification. A sizable quantity of homework time is given over to Closing the gap and re-drafting the final documentation for this unit. Homework fulfils several key functions here-Commentary, research, analysis and evaluation as well as the logging of the more sophisticated vocabulary and techniques -particularly with regards practitioner theory- covered at A level /and the texts studied -all make up the content of Homework for the remainder of year 12. Similar skills are nurtured, developed and enriched across year 13 with the study of a second set text

/practitioner before the shift towards concerted preparation for the challenging written exam which completes their study. Structuring answers; Creating revision material /condensing information; Answering questions to time at home, closing the gap; Self-and peer application of mark schemes- all act as metacognition of their learning across the course and build in intensity towards the final exam itself.