

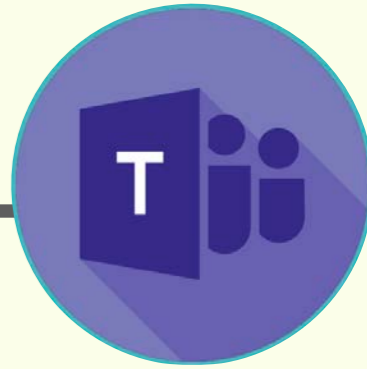
MBA Remote Learning
Scrapbook

Performing Arts Faculty

Remote Learning Showcase



View



Listen the track and see if you can spot the two main motifs.

Motif 1 sounds like this - BlackBerry, blackberry, blackberry pie



Motif 2 sounds like this - Piccadilly, Piccadilly, Piccadilly Circus



Please download and have a go at trying to play the main opening melody for the set work.

The red writing is the 'Blackberry, blackberry, blackberry pie' rhythm

The blue writing is the 'Piccadilly, Piccadilly, Piccadilly Circus' rhythm

Please try to play these main opening themes on an instrument of your choice - keyboard, glockenspiel etc

Slow the tempo right down, but try and keep the rhythm correct

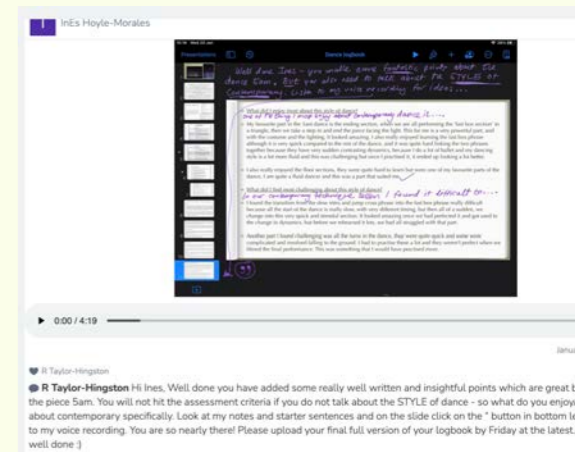


Which technology worked well for delivering content? Explain the workflow your department used here..(e.g. devices - apps - interaction)

All lessons are resourced on firefly and activities set on Seesaw. We also use GarageBand and Focus on Sound. Students access videos, audio tracks and complete work practically, on Seesaw templates, Quizziz, or written coursework evidence on their iPads. Evidence is often submitted via email for vocational subjects as documentation often goes over 20 pages/slides. We find Seesaw limiting when numerous video/audio tracks are needed as these cannot be embedded into the templates for student responses and PDFs cannot be downloaded from Seesaw.

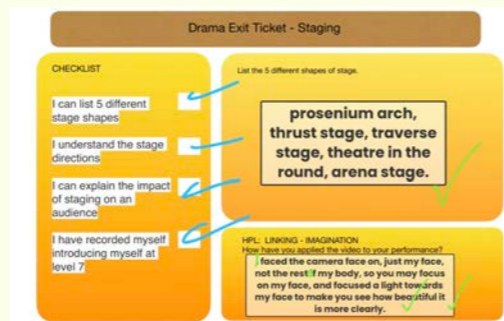
Which hardware (e.g. Apple Pencil/Touch Screen etc), online tools and apps were effective for planning lessons?

We mainly use laptops and iPads to create templates but also rely quite heavily on on-line resources such as video and audio clips. We use apple pencils when we are marking work and give feedback using verbal recordings.



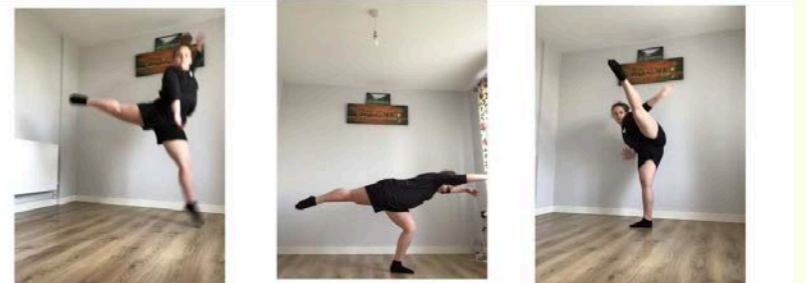
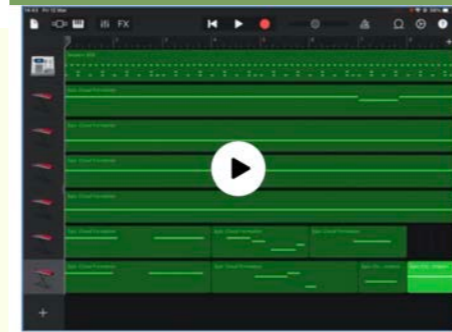
How did the team plan lessons remotely? Explain the ways in which colleagues worked collaboratively while working from home.

We are not working collaboratively to plan lessons as we are all delivering different things - we also do not have non-contact time at the same time as each other in our faculty. However, we try to support each other as much as possible through basecamp chats, email, teams drop ins, phone calls etc. We share good practice and outcomes through basecamp.



How did you ensure that challenge was at the core of tasks being set? Describe how a depth of knowledge could be gained from the resources used/created for the lesson.

We are continuing to deliver the PARTS curriculum that we would be delivering in school. Exam subjects are being assessed using the specifications and assessment criteria for the course. Outcomes are a mixture of written, video and audio and are marked using the exam criteria using the official paperwork. All key stage 3 students are challenged to create practical, research or written evidence and the tasks continue to equip students with the skills and knowledge needed to succeed in level 2 courses in the future - song-writing, the music industry, learning professional choreography and performing in different dance styles, performing monologues to camera etc.



Do



Which type of tasks were the most engaging for your students?

Give some varied examples, explain how they were completed by students and what made them particularly engaging for your students.

Quizziz - good for key stage 3 recapping vocabulary

Practical music tasks - whole family samba using household objects, creating foley soundtracks

Songwriting - having the opportunity to compose and submit your own composition

Drama - breaking the 4th wall videos, miming an activity and guessing what it is, performing a memorised, scripted monologue performances

Dance - taking part in dance workshops and filming what you have learnt, choreography

Flipped learning - completing a question sheet for me to answer about a style of music, notation, musical features etc.

Many submissions have included family participation, which has been wonderful and has got parents engaged in the learning.

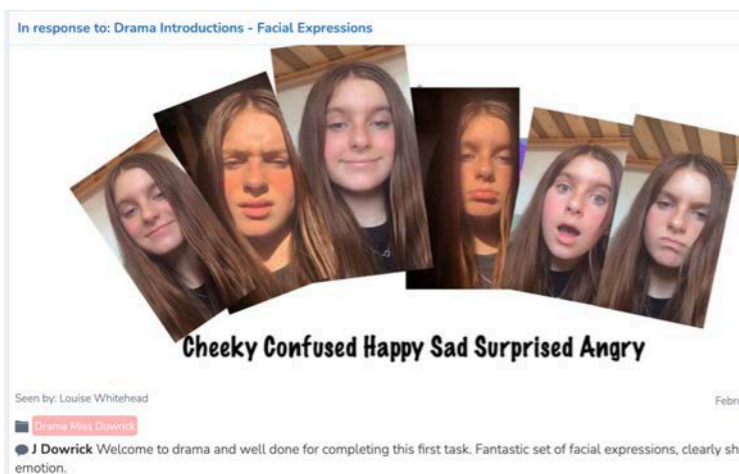
Which types of outcomes received from students indicated the most depth of knowledge?

Using examples, explain why this type of work received was particularly good at showing depth of knowledge for the delivered content.

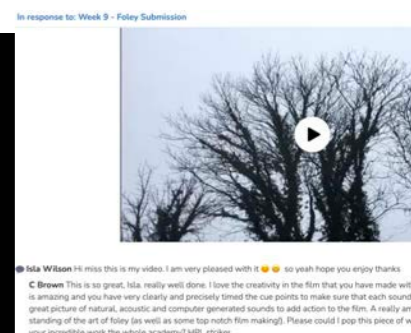
Practical outcomes which have been filmed have demonstrated a depth in knowledge - applying the skills accrued so far in the quadmester. Then verbal feedback on this from the teacher can then probe deeper as a feed-forward. This allows development of HPL in analysing, reflective thinking and metacognition.

Written outcomes do not always sufficiently demonstrate skill, understanding and progress made. Video evidence has been particularly useful in this.

Many students have also engaged more and produced more impressive outcomes when working from home across music, dance and drama. This is due to lack in confidence when performing in front of others, but the opportunity to shine from the security of their own house. It has really allowed us to see a side of some students that we would not have noticed otherwise and build on this to challenge them further, build more positive relationships and offer further opportunities.

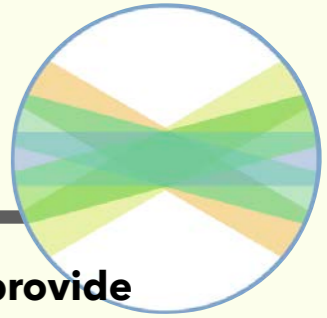


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Review



What were the most effective methods for receiving completed student work?

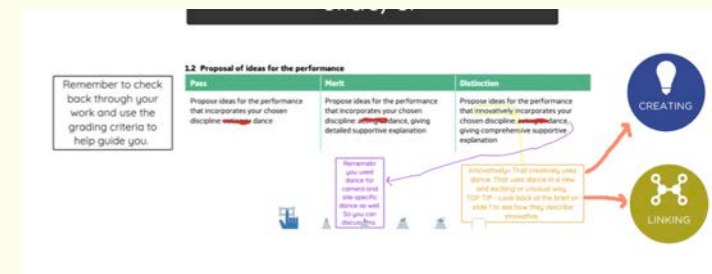
Most work is submitted to Seesaw. However there are problems with presentations over 20 slides, long videos and large audio files. These kinds of files (often summative ones) are emailed to staff instead. We have mark sheets for vocational courses on Google sheets so that the students can see our live marking and know what they need to address if they want to do so before the next lesson. This generates a personalised learning plan for the students accessible anytime and anywhere.

Most key stage 3 work is submitted via seesaw.

	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Jobs																
1 one condenser																
At least one dynamic mic																
Direct input																
Drum mic x 4																
Pop shield																
Close miking																
Acoustic panels																
talk back microphone																
Set up mixing desk																
Gain																
Phantom power																
Computer set up																
Distortion free level																
Overall																
Balanced																
No unwanted sound																
Eq																

Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning?

Feedback varies between staff members. Often verbal feedback is given on practical tasks. Feedback is also written as a summative comment in the comments box on a post and work is annotated using a different coloured pen to highlight things which need addressing for the future. This is well received by students and allows them to see specific things to work on - particularly helpful with exam style questions on when commenting on written coursework submissions. Links to useful websites, firefly pages and YouTube videos are included in feedforward to encourage the student to demonstrate greater depth and understanding in their work and offer challenge - HPL links.



What other digital methods were useful for assessment for the team? How were they accessed and used?

Quizziz, Focus on Sound tests, Googleforms are sometimes used. There is no useful content on Seneca for our subjects and other online platforms do not have music Performing Arts content.

2) Which statement about the tempo of the music during the piece is most accurate? *

- The tempo is consistent during the piece
- There are some slight tempo changes during the piece
- The tempo changes frequently during the piece

3) What is the time signature of this piece? *

- 4/4
- 3/4
- 12/8
- 9/8

4) Which statement about the dynamic range of the piece is most accurate? *

- The dynamic is generally quiet most of the time
- A range of dynamics are presented during the piece
- The dynamic is generally loud most of the time

5) Identify the type of texture used throughout the piece. *

- Monophonic
- Homophonic
- Polyphonic

Noteworthy moments



Are there any other successes to mention?

Amazing drama submissions from those who may not feel comfortable to perform in lessons.

Excellent key stage 3 music performances using instruments they have at home as they have not been able to use instruments in school.

Impressive dance engagement and uploading of skills learnt - again no practical dance in key stage 3 in school. Extra curricular teams meetings - record label, podcast, eco team, international song-writing project set up with a school in USA.

Creative songwriting outcomes which have then been played on the school podcast

Good introduction

you could place these lines if you need to get the work done!

Good work taking through the lyrics!

Musical analysis: Tupac, Do For Love

What can I say that I haven't already said about this song, it's a musical masterpiece. For me at least, this is one of Tupac's greatest pieces of music. And at first glance it may be considered by some people "just another gangsta rap song" but at closer inspection you can see it is most definitely NOT "just another gangsta rap song" but in fact a masterpiece in musical story telling woven perfectly into the lyrics in way that makes it still a really good rap but for people who look for a deeper meaning in the music, it's a lesson in self value and handling betrayal in which it will go into greater detail later in the article. So now all that's left due is to get started with the song...

Song statistics:

Tupac's do for love was released at first on the 20th of November 1991 in the album "33 333" (also known as the "Lethal Weapon"). This was Tupac's second posthumously released album. It went gold in America just a week after release selling an estimated 540,000 copies in that time in which going gold is an achievement, let alone doing it in a week and the album overall went multi-platinum at 4 million copies sold in just under a month on December 10th 1991. It peaked in the US at #21 on the billboard top 100 and in the UK it peaked at #14. A huge success on one of his last releases.

Lyrical content:

Like I said in the introduction, this song by some people can be perceived as just more mindless rap music. But in fact it's actually a amazingly crafted piece about love, betrayal and self respect. From the first line you can see these themes with the line being "I shoulda seen you was trouble right from the start. Taught me so many lessons. How not to mess with broken hearts, an many questions, when this began we was the perfect match, partner" here Tupac is introducing us to his dilemma a relationship he was happy in but with obvious signs that it was foreboding what will happen later in the song. This song already showing its creative process.

Lyrical mastery another line that demonstrates this in the first verse is "Soon as I open up the door with your positive questions, like when can I see you're letter me with your passion. Now my ambition's to be like." This shows us Tupac's main problem with her being overbearing and not much for him to handle on the short end of saying "being too clingy". Paraphrasing "I'm not surprised he went with this sort of narrative of love and betrayal in this song because in his lifetime he had to deal love and care from anyone seeing the gangsta life. The first time being when he was very young. And anyone he trusted stabbed him in the back like Sonlight. Another important part of this is an audio clip that pops up throughout in "You a sucker for love" it's small but it's significant because of the person who says it. Tupac himself in being the one who says this telling himself (or maybe even the listener if you look for that meaning) that he's a sucker for love and he knows it but as seen from Sonlight, he never got much love as a child meaning he maybe craves it now from all the neglect even though his girlfriend treats him really bad. In the next verse after the chorus he says "Tupac, his message to break off from this so he gets dragged back into the fray by her claiming that he's the father of a coming baby. "And when I thought I broke away and I'm feeling happy. Hey by the way me as you pregnant and guess who the daddy Don't wanna fall for it, but in this case what could she do? She's gonna promise to you, try to keep it sweet." The final line that can't be allowed to spend words talking about it because it shows the she is being beaten by her he love and Tupac remembers about their times together and the very last line of the final verse is "I wanna take your misery, replace it with happiness But I need your faith in me, I'm a sucker for love" this shows Tupac still cares about her and truly loved her even throughout and after everything she did but doesn't know if he can forgive her.

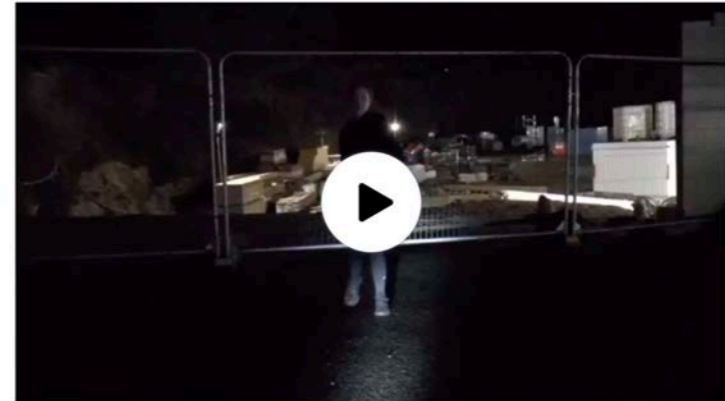
Key and BPM:

The BPM of do for love is at 95 when played properly based in the key of C major. This song is meant to be danced to it's something you would be

LINK

LINK

dance film with credits



What are the traditional messages behind hard rock songs?

Hard rock songs are about a wide variety of topics some of the most common are based around the themes such as sex, alcohol, sex, drugs and parties. Although many of these songs the negative topics hard rock can also be about more positive things and the genre works on a wide variety of topics.

Here is a list of some of the most popular and equally best rock artists of all time:

- AC/DC
- Black Sabbath
- David Bowie
- Led Zeppelin
- Iron Maiden
- Motley
- The Beatles
- The Who

It follows us on the list of greatest rock artists of all time here is a list of the greatest tracks within hard rock and throughout its history:

Back in black AC/DC 1980. This is well known for being an iconic hard rock song that is of the height of when through of the genre.

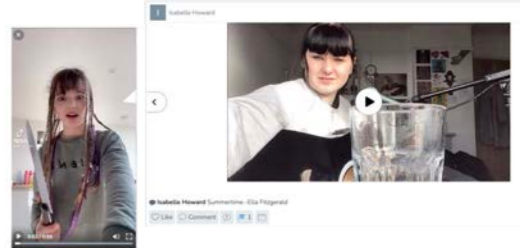
Smile as a power Blue and 1980. This is a highly popular hard rock song that reached three million downloads in 2017 alone and received 3 triple platinum.

Don't stop believin' Journey and 1981. This song was so popular as it was able to see how everyone was feeling.

Here to be with you/Cherish!! 1982. This song is used by both popular bands and will be used a while later on.

Smiles on the water deep purple 2008. This song was simply best of fashion electric guitar 1970s.

Mad world by Gnarls Barkley 2005. It has gone down as one of the most famous rock songs ever and partly in the fact of the amazing double bass guitar.



Are there any other successes to mention?

The greatest success I have seen is the enjoyment of the students who are being encouraged to do something beyond their comfort zone in drama and dance.

The submissions which have impressed me the most are the ones which involve the full family - CPR and primary survey on family members, cooking for and with the family, samba performances as a family with pots and pans, musical performances with family members, DJ sets with parents - it has been so wonderful to this connection, engagement and support from families in these fun activities. The outcomes are often wholesome, heart-warming and hilarious!