A Spot Light on Music

Sharing Good Practice at St Richard Gwyn Catholic High





Alice in Wonderland

Showcasing our amazing talent

Alice in Wonderland









School Gig Nights





Harp Workshops – Promoting Welsh culture and musical heritage





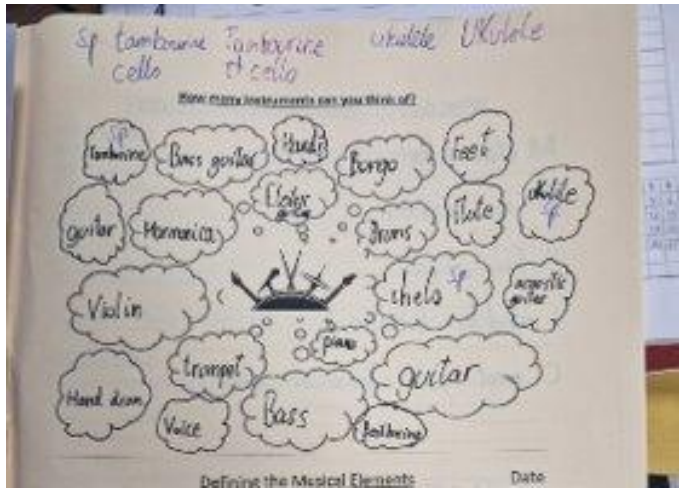
Brass Taster Sessions

Creative Careers Event – Year 9 students having workshops with professionals within the creative industry.



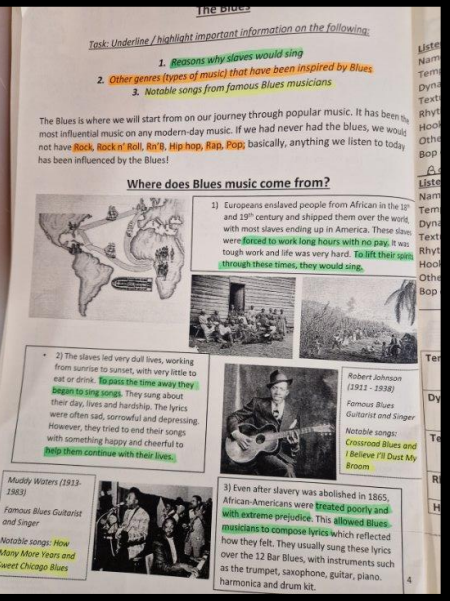
Year 7 – Understanding the building blocks of music through the musical elements. Focus on rhythm by learning the value of a crotchet, quaver and semiquaver and applying that through their own rhythm grid.





Students brainstormed as many instruments they could think of, then practiced a crotchet, quaver and semiquaver before practicing drawing them.

In groups, students composed their own rhythm and performed them in time with each other using tambourines.



Task: Underline / highlight important information on the following:

1. Reasons why slaves would sing
2. Other genres (types of music) that have been inspired by Blues
3. Notable songs from famous Blues musicians

The Blues is where we will start from on our journey through popular music. It has been the most influential music on any modern-day music. If we had never had the blues, we would not have Rock, Rock n' Roll, Rn'B, Hip hop, Rap, Pop; basically, anything we listen to today has been influenced by the Blues!

Where does Blues music come from?

1) Europeans enslaved people from African in the 18th and 19th century and shipped them over the world, with most slaves ending up in America. These slaves were forced to work long hours with no pay. It was tough work and life was very hard. To lift their spirit through these times, they would sing.

2) The slaves led very dull lives, working from sunrise to sunset, with very little to eat or drink. To pass the time away they began to sing songs. They sung about their day, lives and hardship. The lyrics were often sad, sorrowful and depressing. However, they tried to end their songs with something happy and cheerful to help them continue with their lives.

Robert Johnson (1911 - 1938)
Famous Blues Guitarist and Singer
Notable songs: Crossroad Blues and I Believe I'll Dust My Broom

Muddy Waters (1913-1983)
Famous Blues Guitarist and Singer
Notable songs: How Many More Years and Sweet Chicago Blues

3) Even after slavery was abolished in 1865, African-Americans were treated poorly and with extreme prejudice. This allowed Blues musicians to compose lyrics which reflected how they felt. They usually sung these lyrics over the 12 Bar Blues, with instruments such as the trumpet, saxophone, guitar, piano, harmonica and drum kit.

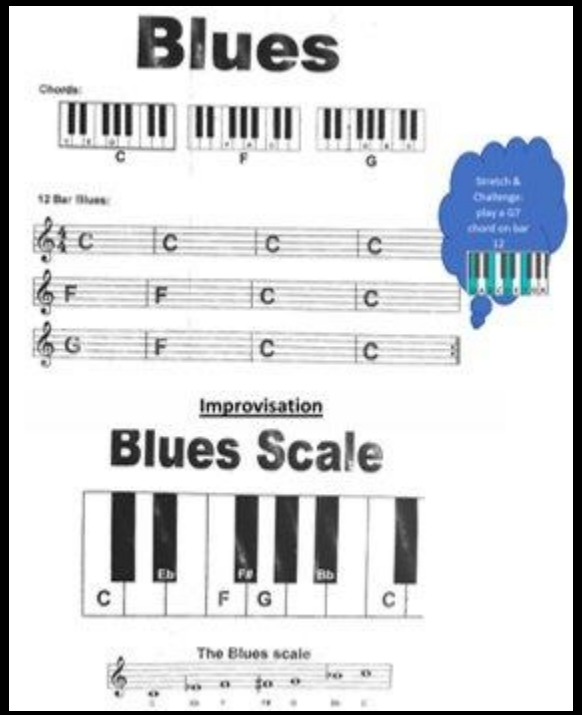
4

Comprehension task on historical context of Blues music to consolidate knowledge taught in introductory lesson.



Showing knowledge of key terms in Blues music.

Year 8 – Blues & Protest Music – Understanding the cultural and historical protest of Blues music and applying their keyboard skills to perform the 12 Bar Blues & Blues Scale through ensemble work.

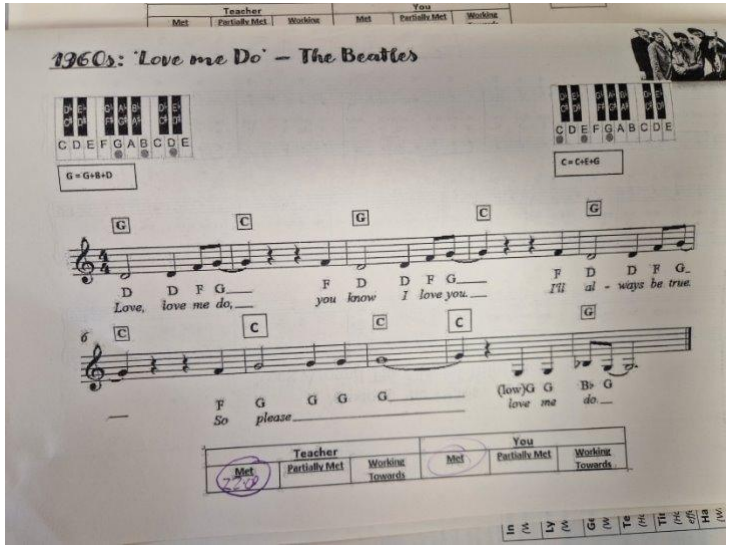


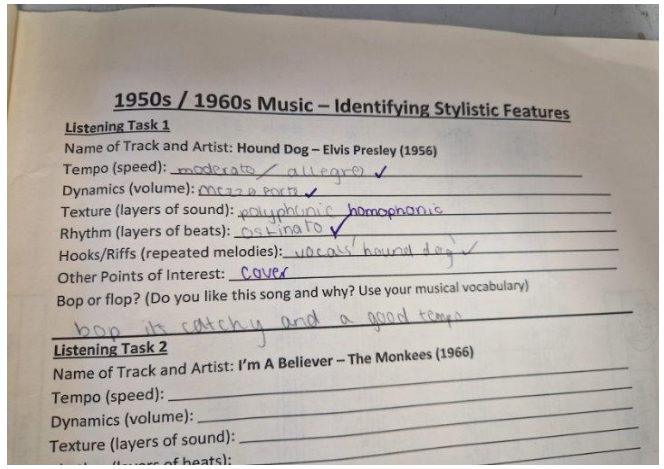
Performing 12 Bar Blues with use of shuffle rhythm. S&C by playing G7 instead of G.

Year 9 – Popular Culture, Icons & Consumerism – focus on music from the 1950s and 60s through performances of Hound Dog, Love Me Do and I'm A Believer



Students use proper playing technique to perform songs in time with their partner by one person playing the melody and the other playing the chords. Some students performing both parts.





1950s / 1960s Music – Identifying Stylistic Features

Listening Task 1

Name of Track and Artist: **Hound Dog – Elvis Presley (1956)**

Tempo (speed): moderato / allegro ✓

Dynamics (volume): mezzo forte ✓

Texture (layers of sound): polyphonic homophonic

Rhythm (layers of beats): ostinato ✓

Hooks/Riffs (repeated melodies): vocals 'hound dog' ✓

Other Points of Interest: cover

Bop or flop? (Do you like this song and why? Use your musical vocabulary)

bop its catchy and a good tempo

Listening Task 2

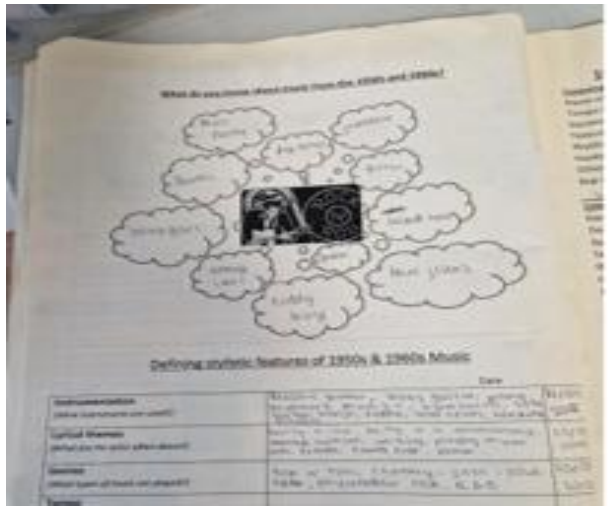
Name of Track and Artist: **I'm A Believer – The Monkees (1966)**

Tempo (speed):

Dynamics (volume):

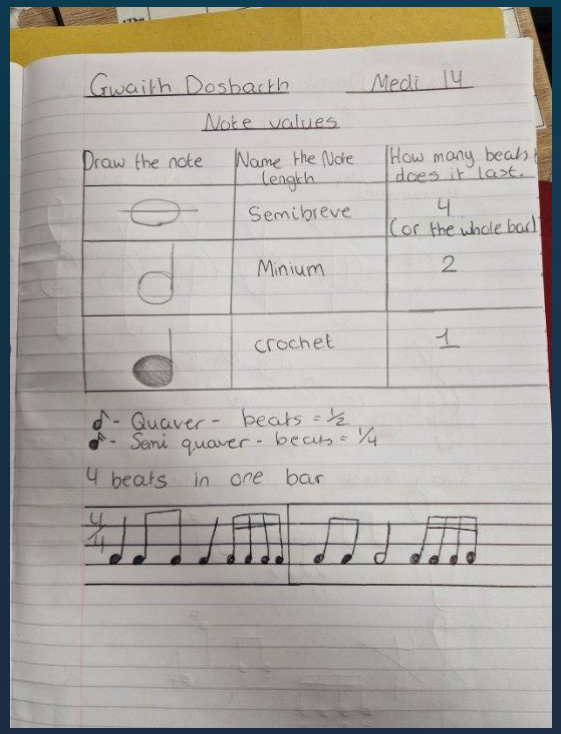
Texture (layers of sound):

Identifying stylistic features of a 1950s song by explaining the musical elements.



Ensemble performances of Hound Dog (50s) and Love Me Do (60s).

Year 10 – Recap on KS3 music theory skills (Unit 3) and then applying them through composition (Unit 2). Solo rehearsal time for performance with verbal feedback (Unit 1)


Gwaith Dosbarth Medi 14

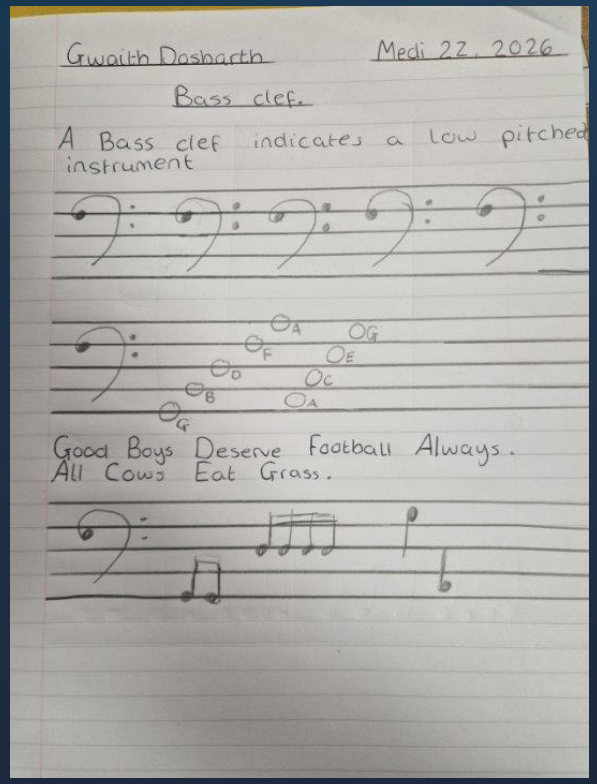
Note values

Draw the note	Name the Note Length	How many beats does it last.
	Semibreve	4 (or the whole bar)
	Minium	2
	crochet	1

- Quaver - beats = ½
- Semi quaver - beats = ¼

4 beats in one bar

Notation value and rhythmic composition

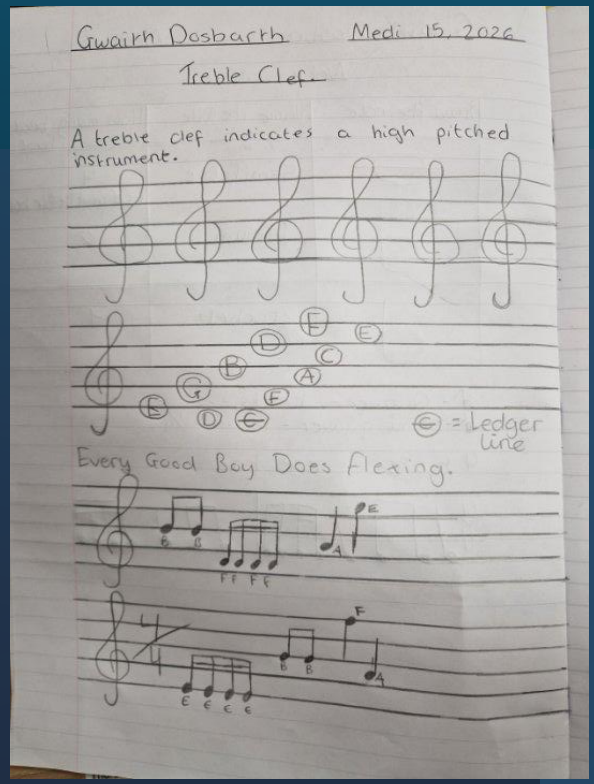

Gwaith Dosbarth Medi 22. 2026

Bass clef.

A Bass clef indicates a low pitched instrument

Good Boys Deserve Football Always.
All Cows Eat Grass.

Bass Clef symbol, their own mnemonic and composition


Gwaith Dosbarth Medi 15. 2026

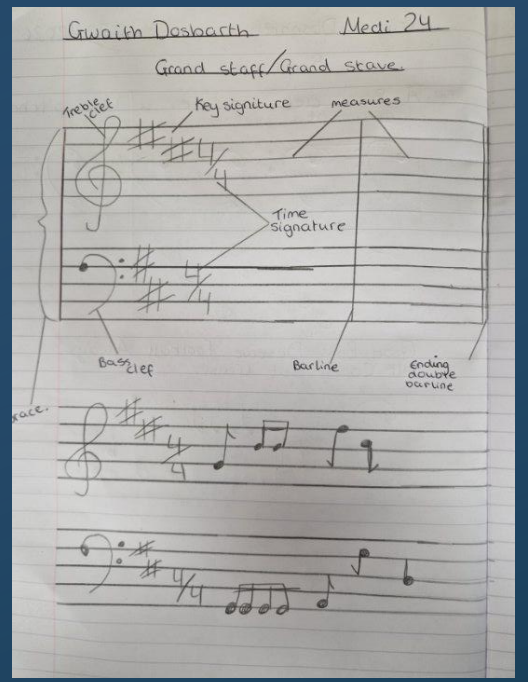
Treble Clef.

A treble clef indicates a high pitched instrument.

= Ledger line

Every Good Boy Does Fleeing.

Treble Clef symbol, their own mnemonic + composition


Gwaith Dosbarth Medi 24

Grand staff/Grand stave.

Treble clef
Key signature
measures
Time signature
Bass clef
Barline
Ending double barline

Showcasing their knowledge through composition within the Grand Stave

Year 11 – Completing 1st composition and lead sheet (Unit 2) and recording performances (Unit 1).





