

Topic: Film Music

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Performing
- Listening
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Soundtracks <i>Pupils identify the characteristics of film music and appraise different musical features in a variety of film contexts.</i></p> <p>LO: To appraise different musical features in a variety of film contexts.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can discuss the features of film music. • I can name several styles of music. • I can identify characteristics of music and interpret their meaning. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying how different styles of music contribute to the feel of a film and participating in the discussions, sharing their views and justifying their answers. Pupils working at greater depth indicated by: using musical vocabulary to justify ideas.</p>	<p>Lesson 2 – Scenes and Sounds <i>The children use Wallace and Gromit to identify and understand the composing techniques that create action, tension and emotion in the score of a film.</i></p> <p>LO: To identify and understand some composing techniques in film music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify different instruments and comment on the type of sound they make. • I can talk about the pitch of music and how it changes. • I can use the words ‘major’ and ‘minor’ when discussing music that evokes different emotions. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using the terms major and minor and identifying different instruments to describe how music evokes different emotions; identifying pitch, tempo and dynamics and</p>	<p>Lesson 3 – Following the Score <i>The children use graphic scores to interpret different emotions in film music, make up their own graphic score interpretation and perform it to the rest of the class.</i></p> <p>LO: To use graphic scores to interpret different emotions in film music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can make suggestions of sounds which represent the symbols on a graphic score. • I can improvise my own sounds within a whole-class context. • I can work with a partner to interpret graphic scores. <p>Assessing progress and understanding Pupils with secure understanding indicated by: giving reasonable and thought-out suggestions for what each graphic score represents. Pupils working at greater depth indicated by: identifying chords and melody lines</p>	<p>Lesson 4 – Composing for Film <i>Children create a notation of their compositions with a graphic score, using their body, voice and instruments to create sounds to represent a given theme.</i></p> <p>LO: To create and notate musical ideas and relate them to film music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can imaginatively use my body or my voice to make sounds. • I can relate sounds that I compose to a storyline in a film. • I can notate my ideas using my own symbols on a graphic score. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using their body, voice and instruments to create sounds to represent a given theme. Pupils working at greater depth indicated by: using their own instruments to</p>	<p>Lesson 5 – The Soundtrack <i>The children bring together their skills from this unit to soundtrack film clips with their own graphic score.</i></p> <p>LO: To play a sequence of musical ideas to convey emotion.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can interpret my own graphic score and perform the sounds accurately. • I can give a polished performance with my group. <p>Assessing progress and understanding Pupils with secure understanding indicated by: interpreting their graphic score and performing their composition appropriately with their group; creating sounds that relate to the scene of the film. Pupils working at greater depth indicated by: using their own instruments to contribute to the performance; using appropriate dynamics (getting quieter and louder) according to the action on screen.</p>
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	<p>using these to explain and justify their answers.</p> <p>Pupils working at greater depth indicated by: using music-specific vocabulary to describe their answers, including pitch, texture, tempo, dynamics, chords, unison etc.</p>	<p>within each graphic score; creating accurate graphic scores in response to what they hear.</p>	<p>contribute to a group composition and performance.</p>	
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p> <p>Year 2</p> <p>Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p> <p>Year 3</p> <p>Ballads Creating Composition in Response to Animation (Theme: Mountains)</p>		<p>Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p> <p>Year 4</p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p> <p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2</p>	
<p>Future learning</p>	<p>Year 6</p> <p>Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>			
<p>Key vocabulary to be explicitly taught</p>	<p>Accelerando; body percussion; brass; characteristics; chords; chromatics; clashing; composition; conversation; convey; crescendo; descending; dynamics; emotion; evoke; features; imagery; improvise; interpret; interval; major; melodic; military; minor; modulate; orchestral; pitch; polished; sequence; solo; soundtrack; symbol; timpani; tension; texture; tremolo; unison; urgency</p>			

<u>Cross-curricular links</u>	English Considering how music adds to the mood and atmosphere of a plotline RSE/PSHE Considering the emotions evoked by film music
<u>Enrichment</u>	BBC Bitesize film music: can the children recognise which famous films the pieces of music are from? https://www.bbc.co.uk/bitesize/guides/zmphsrd/revision/3
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday