



# YEAR 9 ICT 6

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: film Music



<b>Curriculum Intent</b>	In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<p><b>Intent</b></p> <p>This scheme of work is designed to build further on areas of the Music Curriculum. Students will complete this topic using electronic keyboards. Students will create an original motif with an accompaniment and will be developed into a fuller theme. Students will explore sonorities, record and other functions to help build a fuller texture. These students may record their ideas using staff notation, letters, graphic score or other means. Each topic's starter PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none"> <li>• Time signatures – simple and compound</li> <li>• Identifying time signatures aurally</li> <li>• Identifying features of film music (spooky / horror genre)</li> <li>• Creating leitmotifs</li> <li>• Using melodic development techniques to change the leitmotif</li> <li>• Adding accompaniment features</li> <li>• Creating a spooky / horror effect</li> <li>• Using MADTSHIRT to describe the effects created</li> <li>• Creating a coherent piece (structure)</li> <li>• Adding extra layers (texture)</li> <li>• Creating contrast – controlling the musical elements</li> </ul> <p>NC links</p> <ul style="list-style-type: none"> <li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will speak to neighbours to answer starter questions. Students will speak to partner to realise best outcome and work out best working practice. Students must communicate sensitively to achieve the best result. Students are creating a sense of darkness through their creative decisions. We will be operating in the American Horror Film genre many tropes from which are mimicked in cartoons and other genres.</p> <p><b>PSHE/British Values:</b> Tolerance, Resilience</p> <p><b>Skills Builder:</b></p>



<b>Numeracy</b>	Students will use graphic concepts to record their music. E.g. notating pitch and time					
<b>Literacy</b>	<p><b>Vocabulary Tier 2: Describe, Compare, Input, Control, Development, repetition</b>  <b>Vocabulary Tier 3: underscore, ostinato, leitmotif, pedal note, cluster chord, semitone, chromatic, melody, accompaniment, story board, major, minor, dissonance, dynamics, tempo, bpm, melodic development</b></p> <p><b>Reading:</b>  <b>Writing:</b></p> <p><b>Oracy:</b> Students will use adjectives to describe the exemplar spooky music they hear. Students working in pairs will collaborate with one another for the best outcome. Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their composition and what they need to work on.</p>					
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Composition, resilience, teamwork					
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> <b>By resource:</b> <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.					
<b>QFT/SEND Provision</b>	<p>To be able to:</p> <p><b>To be able to describe unfamiliar music using MADTSHIRT keywords</b></p> <p>To be able to identify time signatures aurally</p> <p>To understand the difference between simple and compound time</p> <p>To understand the term leitmotif</p> <p>To be able to create a leitmotif for a particular character</p> <p>To be able to create a spooky accompaniment</p> <p>To be able to use compositional devices e.g. pedal note, chromatic scale, cluster chords effectively</p> <p><b>To be able to organise the structure of a piece</b></p> <p><b>To be able to add layers (texture)</b></p> <p>To be able to use melodic development techniques</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>					
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p><b>To be able to describe unfamiliar music using MADTSHIRT keywords</b></p> <p>To be able to identify time signatures aurally</p> <p>To understand the difference between simple and compound time</p> <p>To understand the term leitmotif</p> <p>To be able to create a leitmotif for a particular character</p> <p>To be able to create a spooky accompaniment</p> <p>To be able to use compositional devices e.g. pedal note, chromatic scale, cluster chords effectively</p> <p><b>To be able to organise the structure of a piece</b></p> <p><b>To be able to add layers (texture)</b></p> <p>To be able to use melodic development techniques</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>					
<b>Learning Outcomes (Most Powerful Knowledge)</b>	<p>To be able to:</p> <p><b>To be able to describe unfamiliar music using MADTSHIRT keywords</b></p> <p>To be able to identify time signatures aurally</p> <p>To understand the difference between simple and compound time</p> <p>To understand the term leitmotif</p> <p>To be able to create a leitmotif for a particular character</p> <p>To be able to create a spooky accompaniment</p> <p>To be able to use compositional devices e.g. pedal note, chromatic scale, cluster chords effectively</p> <p><b>To be able to organise the structure of a piece</b></p> <p><b>To be able to add layers (texture)</b></p> <p>To be able to use melodic development techniques</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>					
<b>Current learning to be developed in the future within:</b>	<p>Keyboard skills gained here will lead on to the keyboard performance unit</p> <p>Composition skills will be developed further in the final composition unit, and then lead on to NEA at GCSE or BTEC</p>					
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table border="1" style="width: 100%;"> <tr> <td>Formative</td> <td>9MUS3 – Film Music Composition</td> <td>Verbal feedback based on PLC</td> </tr> </table>			Formative	9MUS3 – Film Music Composition	Verbal feedback based on PLC
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<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.					