



Music Scheme of Learning  
Year Eight – Term 1 Film Music

Intent – Rationale

Students develop their understanding of the role of Music within Films

Students explore technology in Music using Garageband

Students work in groups to compose a piece of Film Music to tell the story of Wallace and Gromit

Students utilise knowledge from previous topics

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>TV Themes in Year 7 – students learnt the theme tune to Wallace and Gromit which will start their composition.</b> <b>Elements of Music covered in year 7 and beyond.</b> <b>Year 7 Music Theory</b></p>	<p>The Romantic period Contemporary Music Knowledge of Garageband throughout the KS. Knowledge of Elements of Music throughout the KS</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>BV4</li> <li>BV5</li> <li>SP</li> <li>M</li> <li>SO</li> <li>GB4a-i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Reading the commission as a Film Composer would to ensure they meet the criteria expected</li> </ul> <p>FROM THE LIBRARY <i>Behind Media Television</i>; C. Chambers-791.45 <i>Entertainment for the People</i>; S. Parker-790 <i>BBC Magazine</i> <i>All you Need to Know-Film making</i>; J .Marsh-770 <i>Cinema</i>; A Higson-791.43 <i>1001 Movies you Must See before You Die</i>; S. Schneider-791 <i>Empire magazine</i></p>	<ul style="list-style-type: none"> <li>Timing Skills (Counting)</li> <li>Basic arithmetic</li> </ul>



**Music Scheme of Learning**

**Year 8 – Term 1 Film Music**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b> The importance of Music within a Film How composers create the music we hear in Films</p> <p><b><u>Apply</u></b> The elements of music to a composition Melodic and Harmonic understanding to create a composition which reflects the picture on screen Knowledge of Garageband and how to use it for recording/ composing purposes</p> <p><b><u>Extend</u></b> Make use of multi-tracking to create a composition that explores a variety of timbres and techniques</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Diegetic</li> <li>• Non- Diegetic</li> <li>• Sequencing</li> <li>• Repetition</li> <li>• Repeating</li> <li>• Structure</li> <li>• Melody</li> <li>• Harmony</li> <li>• Rhythm</li> <li>• Chords</li> <li>• Timbre</li> <li>• Texture</li> <li>• Beat</li> <li>• Metronome</li> <li>• Fading</li> <li>• Balance</li> <li>• Leitmotif</li> <li>• Underscoring</li> <li>• Mickey-mousing</li> <li>• Hit/Sync Point</li> </ul>	<ul style="list-style-type: none"> <li>• On going feedback throughout the topic, via self, peer and teacher feedback.</li> <li>• End of term assessment to assess the effectiveness of the composition in telling the story of the picture on screen</li> </ul>



**Intent – Concepts**

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1) Introduction to Film Music	I understand the importance of Music in a Film I can describe a piece of Film Music using the elements of Music	I can embed Musical terminology fluently in to my responses about a piece of Film Music	Powerpoint on T:Drive
2) Composing with Garageband	I understand how to connect Garageband to a keyboard and how to set it up ready for recording	I can instruct others on how to set up Garageband for recording	Powerpoint on T:Drive
3) Composing a leitmotif	I understand why composers use a <i>leitmotif</i> I can recognise a <i>leitmotif</i> in a piece of film music I can compose a <i>leitmotif</i>	I can compose a <i>leitmotif</i> that others can recognise as belonging to a specific character	Powerpoint on T:Drive
4) Creating music to set the scene	I can apply my knowledge of chords and melody to create a piece of music I recognise the importance to timing in my composition	I can utilise elements of music to create a musical composition I can play in time and my music synchronises with the Film clip throughout	Powerpoint on T:Drive
5) Creating music to set the scene	I can apply my knowledge of chords and melody to create a piece of music I recognise the importance to timing in my composition I make use of repetition in my composition	I can utilise elements of music to create a musical composition I can play in time and my music synchronises with the Film clip throughout I apply music theory to my composition and can explain the musical decisions I have made within in my composition, extending my ideas	Powerpoint on T:Drive
6) Assessment Lesson	I can use the marking criteria effectively to give feedback to others	I can give clear musical suggestions to others about how to improve their work	Powerpoint on T:Drive