

KS3 Music-Film Music - Key Composer: John Williams

In this unit students will learn about the musical aspects of Film Music. Students will learn how to listen, appraise and respond to Film and they will also learn how to compose and perform Film Music within group context. Students will explore notation through the use of a graphic score and develop an understanding of how music can create different moods, feeling and emotions.

	B2 P step 5-6	B2 P step 7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Theme-Listening and appraising Film Music.					
<u>Subject specific knowledge</u>	Understands that music can make us feel different emotions due to: Volume (dynamic) Speed (tempo)	Understands that music can make us feel different emotions due to: Dynamic Tempo Instrumentation	Understands that music can make us feel different emotions due to: Dynamic Tempo Melody Instrumentation	Understands that music can make us feel different emotions due to: Dynamic Tempo Melody Instrumentation Timbre Structure	Understands that music can make us feel different emotions due to: Dynamic Tempo Melody Instrumentation Timbre Structure
<u>Subject specific skills</u>	Can use simple criteria to describe music (happy, sad, fast and slow). Is able to link images to music and give a reason for their decision. Is able to respond to the music using body language and facial expressions.	Can use simple criteria to describe music (happy, sad, scared and relaxed). Is able to discuss dynamics, tempo and instrumentation in order to justify their decisions. Is able to link images to music and give a reason for their decision. Is able to respond to the music using body language, facial expressions and specific actions.	Can use simple criteria to describe music (happy, sad, scared, relaxed and angry). Is able to discuss dynamics, tempo, melody and instrumentation in order to justify their decisions. Is able to link video to music and give a reason for their decision. Is able to respond to the music using body language, facial expressions and specific actions.	Can use simple criteria to describe music (happy, sad, scared, relaxed, angry, romantic and frantic). Is able to discuss dynamics, tempo, melody, instrumentation and timbre in order to justify their decisions. Is able to link video to music and give a reason for their decision. Is able to respond to the music by creating a short piece of drama (using an ideas template).	

Theme - Composing and Performing Film Music				
<u>Subject specific knowledge</u>	Understands how to read symbols in relation to instruments and sounds.	Understands how to read symbols in relation to instruments and sounds. Understands how to devise symbols in relation to instruments and sounds.	Understands how to read symbols in relation to instruments and sounds. Understands how to devise symbols in relation to instruments and sounds.	Understands how to read symbols in relation to instruments and sounds. Understands how to devise symbols in relation to instruments and sounds. Is able to access different sounds on an electronic keyboard. Understands what a SFX is. Understands how to change dynamics, pitch and tempo when composing and performing a piece of music.
<u>Subject specific skills</u>	Is able to read and perform a graphic score. Is able to listen to somebody playing a graphic score and identify errors. Is able to compose and perform a short graphic score (using a template) linked to an image. Is able to perform a line from a pre composed graphic score within a group ensemble.	Is able to read and perform a graphic score. Is able to listen to somebody playing a graphic score and identify errors. Uses simple picture symbols/composing template is able to compose and perform music (high, low, long, short notes / percussion) to accompany a short piece of film. Is able to use appropriate instruments to reflect the film. Is able to perform a line from a pre composed graphic score within a group ensemble.	Is able to read and perform a graphic score. Is able to listen to somebody playing a graphic score and identify errors. Uses simple picture symbols to compose and perform film music (high, low, loud, quiet, long, short notes / percussion), incorporates sound FX, dynamic, tempo change and repetition into music. Is able to use appropriate instruments to reflect the film. Is able to perform a line from a pre composed graphic score within a group ensemble.	Is able to read and perform a graphic score. Is able to listen to somebody playing a graphic score and identify errors. Uses simple picture symbols to compose and perform film music (high, low, loud, quiet, long, short notes / percussion), incorporates sound FX, dynamic, tempo change and repetition into music. Is able to use appropriate instruments to reflect the film. Is able to use a coherent musical structure for their composition. Is able to perform a line from a pre composed graphic score within a group ensemble.

<p><u>Personal development</u></p>	<p><u>Problem solving-</u> Linked to composing to a specific criteria / identifying and correcting errors.</p> <p><u>Teamwork-</u> Linked to the leadership and collaboration work involved with the group compositions and performances.</p> <p><u>Self-management</u> Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.</p> <p><u>Communication skills-</u> Asking appropriate questions and listening to responses when troubleshooting ICT issues.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.</p>
<p><u>Suggested activities</u></p>	<p>Games related to selecting images to match music / choosing appropriate sound to reflect an image.</p> <p>Drawing symbols in response to sounds and music.</p> <p>Listening to and identifying errors within a played GS</p> <p>Drama improvisation to reflect music.</p> <p>Creating SFX from a limited choice of instruments.</p> <p>Creating isolated musical lines using specific techniques (ie chromatic movement / discord)</p>
<p><u>Online resources</u></p>	<p>John Williams Music:</p> <p>https://www.youtube.com/watch?v=EBatxZ90waa</p> <p>https://www.youtube.com/watch?v=gTXBLyp7_Dw</p> <p>https://www.youtube.com/watch?v=-bzWSJG93P8</p> <p>https://www.youtube.com/watch?v=D0ZQPqeJkk</p> <p>https://www.youtube.com/watch?v=lV8i-pSVMaQ</p> <p>https://www.youtube.com/watch?v=zHalXjs0cDA</p> <p>https://www.youtube.com/watch?v=IgncJqSbbck</p>
<p><u>Evidencing Work</u></p>	<p>All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.</p> <p>Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).</p> <p>Save any individual Book Creator activities/files to a student folder.</p> <p>Live performances need to be recorded and formatted within Book Creator.</p>