

## KS4 Music- Composing and performing music to accompany a live performance

In this module pupils study a variety of music techniques in order to compose and perform soundscapes, sound effects and backing music for a silent movie.

	<u>B2 P5-6</u>	<u>B2 P7-8</u>	<u>B2 step 1</u>	<u>B2 step 2</u>	<u>B2 step 3</u>
<b>Theme-Listening and appraising film and soundscape music</b>					
<b><u>Subject specific knowledge</u></b>	<p>Knows how to appropriately use the terms happy, sad, fast and slow in relation to a piece of film / soundscape music.</p> <p>Can identify the sound of a piano, drum and electric guitar within a piece of music.</p>	<p>Understands the difference between soundscape and film music.</p> <p>Can accurately use the terms fast, slow, happy, sad, loud, quiet, high pitch and low pitch when describing a piece of music.</p> <p>Knows how to name instrument sounds within a piece of music.</p>	<p>Understands the difference between soundscape and film music.</p> <p>Knows how to accurately use the terms fast, slow, happy, sad, loud, quiet, high pitch and low pitch when describing a piece of music.</p> <p>Can recognise long and short sounds within the music.</p> <p>Knows how to identify repeated rhythmic patterns within the music.</p> <p>Can name instrument sounds within a piece of music.</p> <p>Understands that music can affect our moods and inspire our creativity.</p>	<p>Understands the difference between soundscape and film music.</p> <p>Can discuss tempo as: Fast, slow, moderate, getting faster / getting slower.</p> <p>Understands the term timbre in relation to musical instruments.</p> <p>Can recognise long and short sounds within the music.</p> <p>Knows how to identify repeated rhythmic patterns within the music.</p> <p>Can name instrument sounds within a piece of music.</p> <p>Understands that music can affect our moods and inspire our creativity.</p>	<p>Understands the difference between soundscape and film music.</p> <p>Can discuss tempo as: Fast, slow, moderate, getting faster / getting slower.</p> <p>Understands the term timbre in relation to musical instruments.</p> <p>Knows how to recognise long and short sounds within the music.</p> <p>Can identify repeated rhythmic patterns within the music.</p> <p>Can name instrument sounds within a piece of music.</p> <p>Understands that music can affect our moods and inspire our creativity.</p> <p>Understands the definition of melody and dissonance.</p>
<b><u>Subject specific skills</u></b>	<p>Is able to match a piece of film music to a mood (happy or sad), is able to discuss the tempo of the piece.</p> <p>Is able to aurally identify instruments within a piece of music and then identify the appropriate instrument in the music room.</p>	<p>Is able to use a simple template to analyse a piece of music, is able to use this analysis to state if they like the music or not and justify answer.</p> <p>Is able to aurally identify instruments within a piece of music and then identify the appropriate instrument in the music room.</p>	<p>Is able to use a simple template to analyse a piece of music, is able to use this analysis to state if they like the music or not and justify answer.</p> <p>Is able to aurally identify instruments within a piece of music and then identify the appropriate instrument in the music room.</p>	<p>Is able to use a simple template to analyse a piece of music, is able to use this analysis to state if they like the music or not and justify answer.</p> <p>Is able to aurally identify instruments within a piece of music and then identify the appropriate instrument in the music room. Is able to link</p>	<p>Is able to use a simple template to analyse a piece of music, is able to use this analysis to state if they like the music or not and justify answer.</p> <p>Is able to aurally identify instruments within a piece of music and then identify the appropriate instrument in the music room. Is able to link</p>

	<p>With support, is able to choose and act out a dramatic response to a piece of music.</p>	<p>Is able to describe a simple scene / environment which could be related to a piece of film / soundscape music. Justify answer.</p> <p>Is able to choose and act out a dramatic response to a piece of music.</p>	<p>Is able to match an image or short piece of video to a piece of film / soundscape music. Justify answer.</p> <p>Is able to answer questions on specific musical elements (i.e. use of long notes by a certain instrument, why was this done, what was the effect for the listener?).</p> <p>Is able to create a series of shapes in response to listening to a piece of music. Justify decisions.</p>	<p>the timbre of the instrument to the mood of the music.</p> <p>Is able to describe a simple scene / environment which could be related to a piece of film / soundscape music. Justify answer.</p> <p>Is able to answer questions on specific musical elements (i.e. use of long notes by a certain instrument, why was this done, what was the effect for the listener?).</p> <p>Is able to create a drawing in response to listening to a piece of music. Is able to link colours, moods and actions to a piece of music / soundscape. Justify decisions.</p>	<p>the timbre of the instrument to the mood of the music.</p> <p>Is able to describe a simple scene / environment which could be related to a piece of film / soundscape music. Justify answer.</p> <p>Is able to answer questions on specific musical elements (i.e. use of long notes by a certain instrument, why was this done, what was the effect for the listener?).</p> <p>Is able to create a graphic score in response to listening to a piece of music. Is able to link colours, moods and actions to a piece of music / soundscape. Justify decisions.</p> <p>Is able to link the use of melody and dissonance within the music to action within a scene and justify their use.</p>
--	---	---	--	--	---

**Theme-Composing and Performing soundscapes, film music and sound effects**

<p><b><u>Subject specific knowledge</u></b></p>	<p>Understands what a sound effect is.</p> <p>Understands what a melody is.</p>	<p>Understands what a sound effect is.</p> <p>Understands what a melody is.</p> <p>Understands what a graphic score is.</p> <p>Understands that an instrument can be played in many different ways in order to create a sound.</p>	<p>Understands what a sound effect is.</p> <p>Understands what a melody is.</p> <p>Understands what a graphic score is.</p> <p>Understands that an instrument can be played in many different ways in order to create a sound. Is able to manipulate sounds on a keyboard.</p> <p>Understands simple musical structure.</p> <p>Understands what an ostinato is.</p>	<p>Understands what a sound effect is.</p> <p>Understands what a melody is.</p> <p>Understands what a graphic score is.</p> <p>Understands that an instrument can be played in many different ways in order to create a sound. Is able to manipulate sounds on a keyboard.</p> <p>Understands simple musical structure.</p> <p>Understands what an ostinato is.</p> <p>Understands crotchet, quavers, crotchet rests.</p>	<p>Understands what a sound effect is.</p> <p>Understands what a melody is.</p> <p>Understands what a graphic score is.</p> <p>Understands that an instrument can be played in many different ways in order to create a sound. Is able to manipulate sounds on a keyboard.</p> <p>Understands simple musical structure.</p> <p>Understands what an ostinato is.</p> <p>Understands crotchet, quavers, crotchet rests, semi quavers and triplets.</p> <p>Understands what a chord / drone is.</p>
<p><b><u>Subject specific skills</u></b></p>	<p>Is able to listen to a short piece of audio and identify a sound effect and link it to an action (i.e. knock on door).</p> <p>Is able to use a colour-coded template to read, perform and compose simple 4 note melodies.</p> <p>Is able to choose an appropriate sound effect to match an action.</p>	<p>Is able to listen to a short piece of audio and identify a sound effect and link it to an action (i.e. knock on door).</p> <p>Is able to use a colour-coded template to read, perform and compose simple 4 - 8 note melodies (include high and low notes, loud and quiet and long and short notes).</p> <p>Is able to choose an appropriate sound effect to match an action.</p> <p>Is able to read and perform a simple graphic score that</p>	<p>Is able to listen to a short piece of audio and identify a sound effect and link it to an action (i.e. knock on door).</p> <p>Is able to use a template to read, perform and compose simple 4 - 8 note melodies (include high and low notes, loud and quiet and long and short notes and repetition).</p> <p>Is able to choose an appropriate sound effect to match an action.</p> <p>Is able to read and perform a simple graphic score that</p>	<p>Is able to listen to a short piece of audio and identify a sound effect and link it to an action (i.e. knock on door).</p> <p>Is able to use a template to read, perform and compose simple 4 - 8 note melodies (include high and low notes, loud and quiet and long and short notes and repetition).</p> <p>Is able to choose an appropriate sound effect to match an action.</p> <p>Is able to read and perform a simple graphic score that includes melody and sound effects.</p> <p>Is to use a graphic score to compose short pieces of music to accompany a mood or action. Is able to link an instrument (based upon timbre) to a specific mood / action when composing.</p> <p>Makes use of simple structure within a composition.</p>	

		<p>includes melody and sound effects.</p> <p>Is to use a graphic score to compose short pieces of music to accompany a mood or action. Is able to link an instrument (based upon timbre) to a specific mood / action when composing.</p>	<p>includes melody and sound effects.</p> <p>Is to use a graphic score to compose short pieces of music to accompany a mood or action. Is able to link an instrument (based upon timbre) to a specific mood / action when composing.</p> <p>Makes use of simple structure within a composition.</p>	<p>Is able to compose a rhythmic percussive pattern to accompany a melody / sound effect composition. Makes appropriate use of rests.</p> <p>Is able to perform in sync with live drama / video.</p> <p>Is able to make appropriate use of chords / drones when composing.</p>
--	--	--	---	--

### **Personal development**

#### **Problem solving-**

Linked to composing to a specific criteria / identifying and correcting errors.

#### **Teamwork-**

Linked to the leadership and collaboration work involved with the group compositions and performances.

#### **Self-management**

Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.

#### **Communication skills-**

Asking appropriate questions and listening to responses when in need of support and effective communication of the mood (via the music) of a piece of drama / video.

#### **Self-belief-**

Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.

### **Suggested activities**

#### **P5-8**

- Listening exercises-students have to create a short piece of drama / action in response to a piece of music (students use choice boards).
- Multi-sensory introduction to a piece of video / music.
- Matching facial responses to music (happy, sad, angry etc)-start with generic music and then move onto ICM.
- Blind music id, students have to listen various sounds and link them to an action (sound effect) or mood.
- Reading, writing and performing basic graphic scores based upon melodies and sound effects.

#### **Level 1-3**

- Above+
- Students composing to short pieces of video on iPads.
- Students working in groups of 3 to create a drama / musical monologue (silent movie).
- Chair drumming to understand rhythms.
- Keyboard navigation tasks.
- Setting up and exploring instrument tasks.

### **Online resources**

<https://www.pexels.com/videos/>

<https://freesound.org/>

<https://www.freesfx.co.uk/>

<http://bbcscfx.acropolis.org.uk/>

[http://downloads.bbc.co.uk/tv/tenpieces/lessonplans/creative\\_response\\_britten\\_storm.pdf](http://downloads.bbc.co.uk/tv/tenpieces/lessonplans/creative_response_britten_storm.pdf)

<https://www.teachingideas.co.uk/notation/graphic-notation>

<https://dramaresource.com/soundscape/>

### **Evidencing Work**

- All worksheets need to be marked, students need to self-assess and work needs to be put in student ASDAN folders.
- Please use the Book Creator app on the iPad to create an electronic book to evidence and format student's practical work, self-assessment and feedback/next steps (the music dept has an iPad that you can use).
- Once complete, save individual Book Creator files to a class music folder.