



Subject: Music

Module 6: Film music

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Continuing from studying 'Peter and the wolf' and the orchestra in the Spring term of Year 7, Topic 6 in the KS3 journey explores the world of film music and develops awareness of how characters and stories are built with sound. This topic returns to instruments of the orchestra and investigates how their timbres influence our perceptions all the while being relatable to students through music they are familiar with such as the themes of John Williams or the iconic 'James Bond' theme.</p> <p>The topic also explores the idea of style and genres alongside developing performance skills and composition. Students are introduced to the idea of an 'original sound track' and that pre-composed music can also be used in film scores.</p> <p>Students continue developing their listening and appraising skills through regular retrieval practice of the fundamentals.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is a sound track? What is a theme? What are the 4 families of the orchestra? What would film be like without music? Can I perform a complete famous film theme? Can I recognise 'major' and 'minor'?</p>	<p>What is a theme, motif and cue? What is diegetic and non-diegetic sound? Can I recognise and label the instruments of the orchestra? Can I perform at least 2 film themes accurately and fluently? What does music bring to films? How does 'major' and 'minor' change a theme? Can I recognise 5 genres of film/music?</p>	<p>What is orchestration? How does timbre effect emotional reactions in audiences? Can I compose an original theme? What would films be like without music? Why and how does music from each genre fit its style?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Performance: accurately playing parts with good technique creating a fluent performance and good solo/group skills.</p>	<p>Regular practise through practical activities each lesson. Verbal feedback weekly. Guided tracker to show next steps/skill/technique. Formative feedback. Class 'concert' performances.</p>	
	<p>Listening & appraising: recognising instruments, themes and discussing using key vocabulary & questioning Notation: Developing music notation</p>	<p>Regular aural activities (whole class & individual). Low stakes quizzing. Activities based on key vocabulary. Homework and lesson activities developing, refining and improving notation. Using notated scores to perform from.</p>	