



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Characteristics of film music Reading staff notation	6	Summer 1	5 hours

End of key stage 2 objectives	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	
End of unit objectives	<p><u>I can:</u></p> <ul style="list-style-type: none"> • identify how different styles of music contribute to the feel of a film. • describe how music evokes different emotions. • Create a musical score to represent a composition • Find strategies to read musical staff notation. 	
Vocabulary	Soundtrack	graphic score
	Emotion	composition
	Sound effects	accelerando
	Major and minor	crescendo

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To describe</u> Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies 	<p><u>Theory</u> Line and space notes – learn the rhymes. Sheet – name the notes</p> <p><u>Film music – Kapow Lesson 1: Soundtracks</u> Play the Mission Impossible soundtrack. Play 5 film music clips – describe what you think is happening. What type of music is each one? Think about why music is important in film</p>	Manuscript paper /sheet
2	1 hour	<p><u>To describe</u> Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p>	<p><u>Theory</u> Line and space notes – learn the rhymes. Sheet – name the notes</p> <p><u>Film music – Kapow Lesson 2: Scenes and sounds</u> Go through the film Wallace and Grommet, A closer shave. How does the soundtrack create different emotions and tension?</p>	Manuscript paper / sheet
3	1 hour	<p><u>To transcribe</u> • Understand and use written notation. <u>To describe</u> Choose from a wide range of musical vocabulary to</p>	<p><u>Theory – Note reading Quiz</u> <u>Film music – Kapow Lesson 3: Following the score.</u> Introduce graphic scores and what the symbols could mean.</p>	

		<i>accurately describe and appraise music</i>	Interpret graphic scores and match them to music tracks.	
4	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. 	<p><u>Film music – Kapow Lesson 4: Composing for film.</u></p> <p>Create musical sounds to represent a given theme and transcribe it as a graphic score so that it can be followed and performed.</p> <ul style="list-style-type: none"> - Write / draw ideas - Practice in a group - Perform to the class. 	A selection of untuned and tuned percussion.
5	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. 	<p><u>Film music – Kapow Lesson 5: The Sountrack</u></p> <p>Revise the childrens' compositions from the previous lesson. Give the children the instruments that they need for their compositions. Make sure that the children are prepared to perform.</p> <p>Make clear which scene selection each group has composed for, as you will facilitate them performing along with the correct section of the film.</p> <p>Play the film A closer Shave (Wallace and Grommit) At key points turn off the sound and get each group to play their composition.</p>	A selection of untuned and tuned percussion.