

Year 9 – Music of the 20th Century

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Film Music	How do composers write for the cinema, and what new compositional elements must we employ?	- Understanding of how to compose music for the cinema. - Learning about syncing, diegetic and non-diegetic music, and how to represent drama through music. - Studying how composers use various musical techniques to generate different feelings and emotions, but are bound by the constraints of the moving picture. - Studying famous uses of music in films, including Star Wars (Williams), 2001: A Space Odyssey (R Strauss, Ligeti), and Planet of the Apes (Goldsmith). - Studying various examples of how music can hugely affect the audience's perception of a film scene. - Being able to describe professional film clips using technical language, enhancing literacy. - To use Foley methods of sound production in conjunction with different texture layers - using GarageBand - to create a nuanced, varied and atmospheric film score to a 1 minute film clip chosen by students	How understanding is assessed: - Composition of a film score to accompany a short piece of film, marked against set criteria. Skills: - Developing an understanding of the film genre and how music affects mood and atmosphere; working with GarageBand to deepen students' ability to create, manipulate and edit material in layers, as it would be done in a professional film studio; how to create and use hit points to identify key moments in a film that need music to reinforce them Assessment Point: - Showcasing their film clips in class; discussing and evaluating them and assessing their effectiveness

Spring	Pop Music	How to write a Pop song, using existing material as a stimulus	• Understanding of musical elements of pop music, such as AABA or verse chorus structure, the importance of a strong harmonic outline, together with coherent cadences, sufficient variety between the sections as appropriate in the style. All developing skills learnt in previous modules. • Enhancing instrumental and vocal technique and ensemble performance. • Learn to perform on guitars, keyboards, ukuleles and also instruments as chosen by students depending on their prior knowledge. • Developing song-writing skills. • Aural analysis of pop music using correct technical vocabulary. Wide ranging questions and question styles offering extension by outcome.	How understanding is assessed: • Composition and performance of an original song, in bands, incorporating all musical elements studied (marked). Assessment Point: • Appraising assessment using key terms (out of 20).
Summer	Musical Theatre	Composing a musical from scratch	• Students will work in groups of ten to compose a musical from scratch • They will choose their own storyline, define characters and a narrative, together with a musical style/genre that suits the story • Students will, having written the script, choose three sections of it and set them to music; a mix of solo, small group and ensemble numbers where the musical direction propels the narrative forward or reinforces prior events	How understanding is assessed: • Performance of the finished musical, incorporating the elements of dance, drama, acting, spoken and sung text and a sense of completeness to the overall story. • Performances are in Rivermead at the end of the Summer term and will be assessed by a team of drama and music specialists.

			• They will prepare some choreography as appropriate, together with a mix of live musical accompaniment and GarageBand accompaniment • The final performances will be showcased in front of the year group at the end of the summer term.	
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