## MUSIC – Y8

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1 SEPT - OCT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
TOPIC (S) Film Music	Objective: Introduction to film music, keyboard task learning two riffs from the James Bond franchise	Objective: Recap of James Bond riffs. Students set up project file on Garageband and are shown the James Bond film clip	Objective: Pupils perform two James Bond riffs over the film clip. Introduce the idea of looping	Objective: Students develop their own melodic ideas based on James Bond riffs – introduce ideas of drone and ostinato	Objective: Continue refining ideas. Students introduced to assessment criteria	Objective: Continue refining ideas; student can introduce loops at this stage to augment their own ideas	Objective: Assessment lesson – work collected via Firefly
Knowledge & Skills development	<ul> <li>Pupil learn key conventions of film music including the use of motifs, ostinatos and drones</li> <li>Students learn to perform iconic film music but also manipulate their own and existing ideas to fit a short film clip</li> <li>Students gain skills on Garageband including click editing notes and manipulating dynamics and panning</li> <li>Students gain skills of composing with a set purpose</li> </ul>						
Assessment / Feedback Opportunities	Formative teacher assessment – class performance	Formative teacher assessment - verbal	Formative teacher assessment – individual performances	Formative teacher assessment - verbal	Formative teacher and peer assessment - verbal	Formative teacher assessment – individual performances	Teacher summative assessment
Cultural Capital	<ul> <li>Use of orchestral videos for performances of film music</li> <li>Use of standard notation to aid understanding of wider musical knowledge</li> </ul>						
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul> <li>Students create own ideas then work in pairs and small groups to manipulate these ideas to create a new piece</li> <li>Students have to both perform and respond to other students performances, so need to do so in a respectful manner</li> </ul>						
Reading opportunities	<ul> <li>Mervyn Cooke – A History of Film Music</li> <li>Fred Karlin – On The Track – A Guide to Contempory Film Scoring</li> <li>Michael Schelle – The Score</li> </ul>						
Key Vocabulary	Drone Ostinato Motif Riff Loop Repetition Dynamics Panning						
Digital Literacy	Extension activity – input composition using Sibelius (notation software) on macs Firefly resources						
Cross-curricular links	English/Drama – Understanding the dramatic tension of a scene and how best to support this using music Geography – Understating locations represented on screen and what music may be associated with it						
Careers	How can these techniques be used by composers to create their own music? Who writes music for videogames?						