



<p><b>Spring Half Term 3</b></p> <p><b>and</b></p> <p><b>Spring Half Term 4</b></p>	<p><b>(Horror) Film Music – Securing DAW skills</b></p> <p>Diagesis, Foley, Mickey Mousing, Dissonance/Consonance, Atonal, Leitmotifl</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pupils complete and submit short projects each lesson which will be reviewed by teacher.</li> <li>2. Practice written commentaries in class.</li> </ol> <p><b>Summative assessment:</b></p> <ol style="list-style-type: none"> <li>3. Pupils produce a final Film Music composition in pairs to fit a brief/ story board, demonstrating confident DAW use and an understanding of key film music features.</li> <li>4. Pupils will write a commentary describing how their music fits with the story board brief.</li> </ol>	<p>Music technology/ production</p> <p>Music creation and music theory.</p> <p>Music in culture, styles &amp; genre.</p> <p>This unit functions as an intermediate stage between grasping fundamentals of using a DAW, and being able to confidently use it to create original music. EDM music facilitates an effective way of chunking music production skills due to the type of layering involved in the compositional process.</p> <p><b>Declarative knowledge</b> – Knowing where different functions are on BandLab, learning key features of Film Music, learning music technology terminology.</p> <p><b>Procedural knowledge</b> – Knowing how to use a digital audio workstation. Knowing how to write a compositional commentary.</p> <p><b>Disciplinary knowledge</b> – Analysing existing Film music and using this to influence own work.</p>	<p>Pupils to learn and explore unit specific terminology (Diagesis, Foley, Mickey Mousing, Dissonance/Consonance, Atonal music, Leitmotif)</p> <p><b>Pupils to continue to practise oracy/talk tactics with the new vocabulary in terms of film music</b></p> <p>Pupils to practice writing a commentary using PEEL structure and writing frames. Commentary must include confident and accurate use of key terminology.</p>
<p><b>Summer Half Term 5</b></p> <p><b>and</b></p> <p><b>Summer Half Term 6</b></p>	<p><b>Song writing - What makes a good pop song?</b></p> <p>Pupils write their own “good” pop song in groups and perform on their primary instrument.</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher observations of instrumental practice, individual and whole class.</li> <li>2. Practice diary</li> </ol> <p><b>Summative assessment:</b></p> <p>Teacher observation of small group performances performing their own original pop song</p>	<p>Music creation and music theory.</p> <p>Music performance &amp; instrumental</p> <p>To be taught after Band skills 1, 2 and 3 as it is assumed pupils have instrumental skills on a primary instrument. Focus of the unit is music creation so good performance skills and ensemble skills are a requirement.</p> <p><b>Declarative knowledge</b> – Learning pop music key terms, learning industry definitions and job roles.</p> <p><b>Procedural knowledge</b> – Develop pop band instrumental skills and song writing skills.</p> <p><b>Disciplinary knowledge</b> – Analysing pop songs, target audience, songs in industry and financial side of music production.</p>	<p>Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc..)</p> <p><b>Pupils practice oracy in frequent class discussion/ peer feedback.</b></p> <p><b>Pupils by now should be consistent with their use of talk tactics when talking about their work</b></p> <p>Pupils to write a practice diary.</p> <p>Pupils present written research on job roles in industry.</p>