**LSA Music Department Scheme for learning Year 8 Overview Document**

**Singing**

• Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.

• Sing chordal harmony in two or three parts, transposing music according to the needs of the class.

**Listening**

Develop the technical ability to identify the use of musical elements. Using important historical and influential pieces included in the lesson planning document below. These pieces have been chosen as they increase in complexity and are pieces chosen from the styles discussed in each of the modules. Year 8 pupils should return to the meaning of the musical elements and start to practise identifying their use in music. Vocabulary will increase as we progress through the year.

**Composition**

Develop understanding of composition through one of/a combination of:

‘Song’ Writing (with or without lyrics)

• Play chord sequences from familiar songs with rhythmic vitality.

• Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor.

• Compose simple bass lines using the root note of each chord.

• Create rhythmic accompaniment to support chord sequences.

• Compose melodic lines, shaped by lyrics and/or harmonic intention.

Melody and Accompaniment

• Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.

• Harmonise melodies using the root notes from primary chords and appropriate cadences.

Programme Music

• Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor.

• Compose a harmonic sequence in response to an extra-musical stimulus.

• Use percussion and percussive sounds.

• Explore melodic line/structural ideas, e.g. AABA.

Improvisation

• Improvise new musical ideas over chord sequences or over a groove within a chosen key or keys.

• Experiment with the use of sound and silence as well as anticipated and unexpected musical moments.

**Performance - Instrumental Performance**

Some pupils will already have some facility on their instruments and these lessons should be used to broaden their skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress.

It is assumed that these instruments will then be the vehicle for creative work as laid out in Composition for Year 8.

*Keyboard*

• Expand the rhythmic scope of melodies on keyboard instruments, following staff notation written on one stave or two staves.

• Use notes within a range that includes a change of hand position and an optional left-hand part.

*Group work – including keyboard, ukuleles, guitars and other instruments*

• Develop melody and chord playing techniques through playing melodies with a range up to a 10th, increasing paired hand technique with a focus on LH arpeggios, e.g. Beethoven’s Fur Elise. Expand key to 2 sharp / flat key signatures. (F/Dm and Bb/Gm)

*Reading Notation*

• Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.

• Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement.

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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Melody Writing
 | Students will be able to justify with musical reasons their own musical opinions and Identify all musical elements in greater detail.- Yesterday- Marry You- Pachelbel’s Canon- National Anthem**\*Assessed Piece - Jurassic Park\*** | Melody writing.Students experiment with the Steps, Leaps and repeats ratios in order to create a memorable piece which lasts 8 bars. Those students who can complete the task in time are given the chance to write another melody over a set chord pattern or a chord pattern of their own design. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include;The National Anthem (played as an ensemble) and The Entertainer.As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Welcome to Year 8Example of a good Melody | Listening – Reminder of how we describe musicYesterday - Beatles | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkQuestionnaire Sheet and Practice for performance |
| Lesson 2 | What makes a good tune? | ListeningMarry You – Bruno Mars | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkPractice for performance |
| Lesson 3 | Rhythm and Pitch Composition (part 1) | ListeningPachelbel - Canon | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkPractice for performance |
| Lesson 4 | Rhythm and Pitch Composition (part 2) | ListeningNational Anthem - Trad | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkPractice for performance |
| Lesson 5 | Composing with Chords | Listening Review Review of how well pupils describe music in preparation for next week’s assessed listening | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkPractice for performance |
| Lesson 6 | Improvising a melodyExperimenting with melody. | Assessed ListeningJurassic Park – John Williams | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | HomeworkPractice for performance |
| Lesson 7 | Performance practice* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | Explanation of how to complete the Peer and Self-Assessment page. | Performance* The Entertainer – Scott Joplin
* National Anthem – Trad
* Student’s own choice of piece
 | Homework |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Musical Theatre
 | Students will be able to justify with musical reasons their own musical opinions and Identify all musical elements in greater detail.Students watch performances and answer question on the following musicals;- Hamilton - Tonight- Little Shop of Horrors- Summer Nights**\*Assess - Phantom of the Opera**\* | Song writingThrough analysis of other songs, students are asked to complete lyrics for a verse and chorus of their own song. When complete students then write melodies that will stress the important words and convey the meanings of the lyrics. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Phantom of the Opera Theme, A Whole New World, The Bear Necessities.Sing - Summer nightsAs well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | WelcomeWhat Musicals have you seen? | ListeningHamilton – Lin-Manuel Miranda‘Alexander Hamilton’ | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 2 | History of the MusicalWhat will I see and hear? | ListeningLittle shop of Horrors – Alan Menken‘Dentist song’ | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 3 | LibrettosPupils write a story which will be turned into a libretto for their song | ListeningWest Side Story – Leonard Bernstein‘Tonight’ | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 4 | 5 sentences and 10 key wordsVerse and Chorus writing (time allowing) | ListeningGrease – Michael Gibson‘Summer Nights’ | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 5 | Verse and Chorus writing (continued)Melody writing (time allowing) | Listening ReviewReview of how well pupils describe music in preparation for next week’s assessed listening | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 6 | Melody writing for verse / chorus / both | Assessed ListeningPhantom of the Opera – Andrew Lloyd Webber‘We meet the Phantom’ & ‘The Owners get a letter’ | Performance Practice* Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | HomeworkPractice for performance |
| Lesson 7 | Performance Practice* ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities
* Pupil’s own choice
 | Explanation of how to complete the Peer and Self-Assessment page. | Performance * Main theme from ‘Phantom of the Opera’
* A Whole New World from ‘Aladdin’
* The Bear Necessities from ‘The Jungle Book’
* Pupil’s own choice
 | Homework |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Musical Eras
 | Students will be able to identify the main features of the five Musical Eras. Identifying context and giving more historical detail.- Flow My Tears- Hallelujah- Overture to the Marriage of Figaro- Ride of the Valkyries- Electric Counterpoint**\*Assess – Feature Identification\*** | Individual ‘Era based’ composition tasks;- Baroque - Completion of the melodies.- Classical – Compose a functional harmony with cadences.- 20th Century – Minimalism Composition. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Fur Elise (with or without Bass line / chords)As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Music of the past - The Renaissance EraDifference between Classical and classical music.2 classical composersSacred music and secular music of the Renaissance.How did the 5 line stave develop? –in booklet | ListeningTrad – Pastime with Good CompanyMadrigal – All Creatures Now shall be Merry mindedDowland – Flow My Teares. Lute and voice.Writing frames provided for the Pupils to focus their ideas. | Performance Practice.Beethoven - Fur EliseMelody and option for chords / Arpeggios | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Music of the past - The Baroque EraFeatures of the Era – Both musical and artisticExamples include;Vivaldi - Second Allegro Op3 no11​Handel - And the Angel & Glory to God​JS Bach - Toccata and Fugue in D minor | ListeningHandel - Hallelujah ChorusWriting frames provided for the Pupils to focus their ideas.Composition - Completing the melodies. | Performance Practice.Beethoven - Fur EliseMelody and option for chords / Arpeggios | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Music of the past - The Classical EraFeatures of the Era – Both musical and artisticExamples include;Haydn - String Quartet No 62Mozart - Der Vogelfanger from ​'The Magic Flute' | ListeningOverture to ‘The Magic Flute’Writing frames provided for the Pupils to focus their ideas.Composition - Composing a 16 bar chord pattern using ukulele chords. | Performance Practice.Beethoven - Fur EliseMelody and option for chords / Arpeggios | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Music of the past - The Romantic EraFeatures of the Era – Both musical and artisticExamples include;Berlioz - Symphony Fantastique​ ‘Un Bal’Liszt - PreludioWagner - Prelude to Tristan and Isolde | ListeningWagner – Ride of the ValkeriesWriting frames provided for the Pupils to focus their ideas. Alongside a description of how the orchestra developed in the Romantic Era.Pupil draw a plan of the orchestra in their booklets. | Performance Practice.Beethoven - Fur EliseMelody and option for chords / Arpeggios | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Music of the past - The 20th Century EraFeatures of the Era – Both musical and artisticExamples include; Experimental and Neo-Romantic. Elizabeth Lutyens – Secondo, Zyklus – Stockhausen, Berberian – Stripsody, Philip Glass - Glassworks​ | ListeningSteve Reich - Electric CounterpointCompositionMinimalist Composition. In the style of Steve Reich / Philip Glass. | Performance Practice.Beethoven - Fur EliseMelody and option for chords / Arpeggios | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Performance - Beethoven - Fur EliseMelody and option for chords / Arpeggios | Explanation of how to complete the Peer and Self-Assessment page. |  |  |



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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. World Music
 | Students will be able to identify the main features of the countries from around the World. Identifying context and giving more social / economic detail.- China- African- Gamelan- Indian**\*Assessed Piece – South American\*** | World music composition;Pupils have three short tasks;- Indian Raga composition- Gamelan Pattern composition- African / Samba Drumming workshop.These short composition tasks allow students to see the different ways music is constructed around the world. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; Sakura (with or without bass line) Sakura on the ukulele, Merengue Melody (with or without chords / bass) as an ensembleAs well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Where in the World exercise?Students listen to music from 4 different parts of the world, decide why they think it is that country and give musical reasons why. – Prior understanding. | New vocabulary listed in the books with explanations of their meanings ready to be used in the questions this half-term.radio.garden website to surf around the world | Performance – Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Music of Africa – Vocal and Instrumental Music. Kora, Mbira, African DrumsAfrican Drumming workshop. | Listening – Modern African piece with traditional influences.Writing frames provided for the Pupils to focus their ideas. | Performance – Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Music of IndiaInstruments – Sitar, Tabla, Bansuri, Tambura, Esraj and Harmonium.Indian Raga and Tala composition. | Listening – Traditional Sitar, Tabla and Harmonium Music.Writing frames provided for the Pupils to focus their ideas.Indian Bollywood Cinema music – for class discussion. | Performance – Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Music of Indonesia – Gamelan MusicDiscussion of the historical differences of Indonesia and other parts of the world.Gamelan Composition – two-handed keyboard composition using Gamelan scale. | Listening – Traditional Indonesian Gamelan piece.This follows a discussion of the history of the Gamelan.Writing frames provided for the Pupils to focus their ideas. | Performance – Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Music of China / Japan – Pentatonic MusicBamboo Flute, Erhu and Yanguin.Pentatonic Composition | Listening – Traditional Chinese piece.Writing frames provided for the Pupils to focus their ideas. | Performance – Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Performance lesson Pupils choose betweenJapanese folksong ‘Sakura’ for keyboard or ukulele with 2 hands or as a duet.Higher level piece ‘Merengue Melody’ for ensemble, duet or two hands. | Explanation of how to complete the Peer and Self-Assessment page. |  |  |

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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Programme Music
 | Students will be able to identify the way in which composers can create mood and atmosphere in music set to stories.- Symphony Fantastique- Beethoven- Berlioz- Rachmaninov- Wagner- TchaikovskySelection of films from different Genres. Including **\*Assessed Piece\*** | Programme music - Programme Music composition. Students write a story in three parts and then through a combination of rhythm, pitch and chords write music that will portray these three parts. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Piece choices include; IN The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Individually)As well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | The Romantic Era – Clarification of what ‘The Romantic era’ means. Introducing 7 important Romantic composers.Programme music – Three pieces which the pupils write stories that could express the Music. Taken From Symphony Fantastique. | CompositionIntroduction to Major and Minor chords and how they help set the mood to a piece of music.Ukulele melody support for pupils choosing option. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | Programme MusicMajor and Minor chords and how they help set the mood to a piece of music. Pupils now see which chords they can use to express different emotions. | Listening – Beethoven - Fur EliseWriting frames provided for the pupils to focus their ideas.CompositionPupils write a story in three sections which they will then use to base their programme music on. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | Programme Music - CompositionPupils choose which Major and Minor chords they will use to express the three sections of the story they wrote last week and how they help set the mood to a piece of music. Teacher to model the method on the board. | Listening – Berlioz – Symphony Fantastique.Writing frames provided for the pupils to focus their ideas. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Programme Music - CompositionPupils choose which melodies will fit with their Major and Minor chords choices they will use to express the three sections of the story.Teacher to model the method on the board. | Listening – Rachmaninov – Piano Concerto No 2Writing frames provided for the pupils to focus their ideas. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Programme Music - CompositionPupils continue to choose which melodies will fit with their Major and Minor chords choices they will use to express the three sections of the story.Teacher to model the method on the board. | Listening – Wagner – Tannhauser OvertureWriting frames provided for the pupils to focus their ideas. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Programme Music – Tempo and DynamicsPupils continue to choose which melodies will fit with their pieces.Teacher demonstrates the importance of Tempo and dynamics and explains how to add them to the score. | Listening – Tchaikovsky – Swan Lake FinaleWriting frames provided for the pupils to focus their ideas. | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos)Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | PerformancePiece choices include; In The Hall of the Mountain King, Nutcracker, Brahms Lullaby. (as Duets, Trios or Solos) | Other piece brought in by students who play instruments outside the lesson.In the hall of the mountain king also available on ukulele. | Explanation of how to complete the Peer and Self-Assessment page. |  |

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|  | ListeningSkills learnt and topics covered: | ComposingSkills learnt and techniques covered | Performing Skills learnt and performance opportunities |
| 1. Film Music
 | Students will be able to identify the way in which composers can create mood and atmosphere in music for stories and moving image.Selection of films from different Genres. Including **\*Assessed Piece\***Analysis of Music in Wallace and Gromit | film music composition;- Film Music storyboardStudents devise their own 30 seconds of film storyboard and then through a combination of rhythm, pitch and chords write music that will portray the individual shots of the film. | 15 / 20 minutes practice every lesson in preparation for our end of term performance.Film Music Performances; Forrest Gump or Mission Impossible DuetsAs well as pupils own choice of piece if they prepare pieces another instrument / voice. |

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| Lesson 1 | Music and The Media. Definition of what the media is. Film Scores and Film ComposersHow can a Film sound track change the way we interpret a film?Gladiator Battle – With 5 different sound tracks. What effect does it have on the images you see? | What is a Storyboard?Examples from Disney / Pixar and other filmsTeacher points the importance of ‘Hit Points’Film Music scenarios – What could your storyboard be about? | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 2 | 4 Important Film composers – Their historyJohn Williams – Star Wars themeDaniel Elfman – The SimpsonsDavid Arnold - The Music of James BondHoward Shore – Lord of the Rings Symphony | More examples of storyboards – including one on the board – Teacher modelling.Pupils develop their own storyboards | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 3 | How can a Film sound track change the way we interpret a film?Car Chase from Star Trek – With 5 different sound tracks. What effect does it have on the images you see? Teacher points the importance of ‘Hit Points’ | Pupils continue to work on their storyboards with support from the teacher.Some may start to add chords to the stave. | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 4 | Pupils continue to work on their storyboards with support from the teacher.Some may start to add Melody to the stave.Teacher to role model the techniques needed to complete the piece. | ListeningTheme from Forrest Gump and Theme from Mission Impossible. Writing frames provided for the pupils to focus their ideas.Will also enable students to hear the rhythms in their performances. | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 5 | Wallace and Gromit – Analysis of Music from ‘A Close Shave’ – Julian Nott | Pupils continue to work on their storyboards with support from the teacher.Pupils continue to add Melody to the stave.Teacher to role model the techniques needed to complete the piece. | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 6 | Fourth example of Film Music. More examples of ‘Hit points’Writing frames provided for the Pupils to focus their ideas. | Pupils complete their storyboards with support from the teacher.Some may add dynamics and tempos to the stave.Teacher to role model the techniques needed to add dynamics and tempos to the piece. | Performance practice.Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | HomeworkPractice for performance. Those pupils without a keyboard instrument have a link on their homework to the online piano website. https://www.onlinepianist.com/virtual-piano |
| Lesson 7 | Performance Film Music Performances; Forrest Gump or Mission Impossible Duets.Other piece brought in by students who play instruments outside the lesson. | Explanation of how to complete the Peer and Self-Assessment page. |  |  |