

MUSIC- YEAR 9- FILM MUSIC– Term 4

Music Year 9 (Unit 9)– – Unit Intent: Film Music (**Builds on from units 1-4,6,7**) Students will look to develop their knowledge of Film music. They will develop their understanding of the early historical and cultural context of Film with a big focus on ‘Foley sound effects’. Students will use the technological skills learned from previous units (Units). There will be a strong emphasis on Editing, Leitmotifs, sound effects, Improvising and all the Elements of Music (All units in year 7 & 8). Students will attempt to compose their own Music piece using all the knowledge they have built up so far. They will have a choice of 5 short films from: Toy Story, Harry Potter, Lego Movie, The Incredibles and Harry potter. Elements of Music will be further developed within a Film music context and listening tasks.

<u>UNIT INTENT</u>	<u>LESSON INTENT</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/ learning verb</u>	<u>Homework/ Literacy Map</u>
<p><u>Knowledge goal</u> Recap: Elements of Music. Develop understanding of Film Genres and Foley sound effects.</p> <ol style="list-style-type: none"> Compositional skills: creation and development of ideas, use of film music techniques; Leitmotifs, Foley etc. Aural identification of film music genres, themes, composers etc. Film Music Genres Foley Effects Use of video 	<p><u>WEEK 1</u> <u>Feeds on from...</u> Understanding that music can change the emotion of a film and that music is just as important as the visuals. Year 7 ‘Elements of Music’ with regards to composition. Peter and the wolf unit focus on Themes and keyboard skills Year 8 Samba de Janeiro theme and association with the world Cup. Dance music unit : development of Sequencing skills.</p> <p><u>Feeds forward to...</u> Students to have some understanding with regards to the power of sound effects and how they impact the viewing of a film</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for units 4 (composition), unit 5 (Performance), Unit 7 (Sequencing).</p>	<p><u>NEW</u> GENRE FOLEY EFFECTS SOUND EFFECTS</p> <p><u>RETRIEVE</u> EDITING LOOPING RECORDING</p>	<p><u>Starter</u></p> <ul style="list-style-type: none"> Recap film genres and stylistic devices: Aural Film music quiz on Whiteboards <p>To watch the Wall E animation Foley and sound Design video (18 minutes) https://www.youtube.com/watch?v=OIPxlvbc_cs</p> <ul style="list-style-type: none"> Introduce film clip to be used for project Students to watch 5 clips of film Lego movie Harry Potter Toy story The Incredibles Wall E Demonstrate how to put video clip into Garageband/Logic <p>Students to go onto computers and watch demonstration video on the Film Music E Book on how to add in Samples.</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 9- FILM MUSIC– Term 4

<p><u>Knowledge goal</u> Recap: Elements of Music, Samples and how to edit. Develop further understanding Foley sound effects</p> <ol style="list-style-type: none"> 1. Recording skills – 2. Foley Effects 3. Timing Points 4. Use of video 5. Use of Garage Band software including how to record audio, use of samples, timing markers, linking sound to video, importing video 6. To be able to import, locate and edit film and sound in Garageband 7. Students will evaluate their own composition. 	<p><u>WEEK 2</u> <u>Feeds on from...</u> Understand the differing approaches and techniques of film composers Understand differing use of instruments and sound effects.</p> <p><u>Feeds forward to...</u> Using sample timeline sheet to plan for the addition of sound effects. To use editing skills to make the impact of the samples more effective and accurate. Students will build on this progress with their composition. To understand the importance of locating crucial points in the film.</p> <p><u>Feeds forward to the BTEC</u> Developing their performance and composing skills for units 4 (composition) Unit 7 (Sequencing)</p>	<p><u>NEW</u> EFFECTS PROCESSING DYNAMIC PROCESSING</p> <p><u>RETRIEVE</u> GENRE FOLEY EFFECTS EDITING LOOPING RECORDING SOUND EFFECTS AUTOMATION REVERB PANNING STEREO FIELD</p>	<p><u>Starter</u> https://www.youtube.com/watch?v=OONaPcZ4EAs Introduction to Foley and Sound Effects for Film 15 min</p> <p>Reminder how to add in Samples and edit them. Demonstrate how to use the film music timeline sheet</p> <ul style="list-style-type: none"> ▪ Pupils to begin constructing a timeline for the video so that they know exactly what style of music and the timing points ▪ Consider samples to be used to create differing emotional effects using knowledge gained in previous lesson ▪ How to add in Markers in Garageband. ▪ Explore how Foley effects can be used in their compositions, use of pre-recorded Foley samples in software <p>Plenary The magic of making sound (7 minutes) https://www.youtube.com/watch?v=UO3N PRIgX0</p>	<p>Revise key vocabulary for quiz/listening task.</p>
<p><u>Knowledge goal</u> Recap: Elements of Music, pentatonic scale and improvisation. Develop understanding of Leitmotifs.</p>	<p><u>WEEK 3</u> <u>Feeds on from...</u> To use skills developed in lessons 1 and 2 to build on their compositions so far. To start to focus again on the power of the ‘Elements of music’ in developing compositions. To re-enforce the power of character themes (Leitmotifs).</p>	<p><u>NEW</u> LEITMOTIF</p> <p><u>RETRIEVE</u> GENRE FOLEY EFFECTS EDITING LOOPING</p>	<p>Star Wars Theme/Leitmotif clips</p> <p>Main theme https://www.youtube.com/watch?v=-2bVgBRI-sE</p> <p>The force https://www.youtube.com/watch?v=1gpXMGit4P8</p>	<p>Revise key vocabulary for quiz/listening task.</p>

MUSIC- YEAR 9- FILM MUSIC– Term 4

<ol style="list-style-type: none"> 1. Compositional skills: creation and development of ideas, use of film music techniques; Leitmotifs, Foley etc. 2. Recording skills – Composition 3. Leitmotifs 4. Themes 5. Foley Effects 6. Timing Points 7. Use of video 8. Use of Garage Band software including how to record audio, use of samples, timing markers, linking sound to video, importing video 9. To be able to compose an accompanying film score which supports and enhances the accompanying film clip 10. To be able to use original composition skills to create themes and motifs as well as creating Foley effects 11. To be able to import, locate and edit film and sound in Garageband 12. Students will evaluate their own composition. 	<p>Feeds forward to... To understand the use of a leitmotif to represent a place, person or emotion. To use sample timeline sheet to plan for the addition of sound effects and Leitmotifs. To use editing skills to make the impact of the samples more effective and accurate. Students will build on their composition next lesson.</p> <p>Feeds forward to the BTEC Developing their performance and composing skills for units 4 (composition), Unit 7 (Sequencing).</p>	<p>RECORDING SOUND EFFECTS AUTOMATION REVERB EFFECTS PROCESSING DYNAMIC PROCESSING PANNING STEREO FIELD TEXTURE DYNAMICS TEMPO RHYTHM</p>	<p>The imperial March Watch it (from 1.28): https://www.youtube.com/watch?v=fjWxTbVI0cw</p> <p>Rey’s Theme https://www.youtube.com/watch?v=65As1V0vQDM&list=R65As1V0vQDM#t=0</p> <ul style="list-style-type: none"> ▪ Film music genres and elements – instruments, dynamics etc. <p>Start to think about creating a Leitmotif for a character in their film using the C pentatonic Scale</p> <p>Plenary How The Sound Effects In 'A Quiet Place' Were Made 6 min https://www.youtube.com/watch?v=WnozP8OWeik</p>	
<p><u>Knowledge goal</u> Start to think about creating an atmosphere using certain intervals. Recap: Elements of Music, pentatonic scale and improvisation. Develop understanding of Leitmotifs.</p>	<p><u>WEEK 4</u> <u>Feeds on from...</u> To use sample timeline sheet to plan for the addition of sound effects and Leitmotifs. To use skills learned in lessons 1-3 and build on them.</p> <p><u>Feeds forward to...</u> To understand the use of discords to give tension to a piece of music. To be able to</p>	<p><u>NEW</u> <u>DISCHORD</u> <u>TIMELINE</u></p> <p><u>RETRIEVE</u> GENRE FOLEY EFFECTS EDITING LOOPING RECORDING</p>	<p>Starter and plenary Psycho https://www.youtube.com/watch?v=0WtDmbr9xyY</p> <p>Start to think about creating an atmosphere using certain intervals.</p> <ul style="list-style-type: none"> ▪ Complete timelines and instrument choices if not finished ▪ To consider use of Foley effects in Garageband/Logic to add to the timeline of events and action 	<p>Revise key vocabulary for quiz/listening task.</p>

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<p><u>Knowledge goal</u> Develop understanding of Intervals Recap: Elements of Music, pentatonic scale and improvisation, Foley sound effects, Leitmotifs, Technological skills.</p>	<p><u>WEEK 5</u> <u>Feeds on from...</u> To use sample timeline sheet to plan for the addition of sound effects and Leitmotifs. To use skills learned in lessons 1-4 and build on them.</p> <p><u>Feeds forward to...</u></p>	<p><u>RETRIEVE</u> GENRE FOLEY EFFECTS EDITING LOOPING RECORDING SOUND EFFECTS AUTOMATION REVERB EFFECTS PROCESSING</p>	<p><u>Starter</u> Watch What is Foley Sound by Sound Ideas 5 min https://www.youtube.com/watch?v= Jznye0iqYE</p> <p>To working on completing their music for their chosen film clip.</p> <p><u>Plenary</u></p>	<p>Revise key vocabulary for quiz/listening task.</p>

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<p><u>Knowledge goal</u> Recap: Elements of Music, pentatonic scale and improvisation, Foley sound effects, Leitmotifs, Technological skills.</p>	<p><u>WEEK 6</u> Performance and teacher and peer assessment of film compositions</p> <p><u>Feeding into BTEC</u></p>	<p><u>RETRIEVE</u> GENRE FOLEY EFFECTS EDITING LOOPING RECORDING SOUND EFFECTS AUTOMATION REVERB EFFECTS PROCESSING</p>	<p>Recap: Elements of Music, pentatonic scale and improvisation, Foley sound effects, Leitmotifs, Technological skills.</p> <p>Starter (5 minutes) https://www.youtube.com/watch?v=EB6Wjty-MNk</p>	<p>Revise key vocabulary for quiz/listening task.</p>

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