



Medium Term Unit Planning

Topic Name: Music (At the Movies)	
Learning outcome: The children will explore movie music from 1920s animated films to present day movies. They will learn techniques for creating soundtracks and film scores and compose their own movie music.	
Hook: Introduction to animations by comparing examples from the past (1920s and 30s).	Topic Showcase (e.g. display, museum, performance, presentation): Creating descriptive movie music.
Oracy: To 'stand and deliver' their performance with an introduction.	Key Vocabulary: Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, structure, verse, chorus, bridge, melodic ostinato, diminuendo, crescendo, texture.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Under review	
Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): Performance to class teachers.	
Main subjects covered: Music	



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Music Threshold Concepts:

Perform

This concept involves understanding that music is created to be performed.

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Notes:

This unit of work will focus on the children's performance skills.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To understand music narrative and use a storyboard to structure sounds.	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p>	<p><u>Music in early animation</u> Compare the use of music in animations from the 1920s and 1930s. <u>Musical sound effects</u></p>



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	<p>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Choose from a wide range of musical</p>	<p>Look at graphic representations of musical sound effects and listen to them being played.</p> <p><u>Storyboard cartoon sequence</u> Create music for a storyboard cartoon sequence by inventing sound effects. The children will then perform these in groups.</p>
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		<p>vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 	
2. To understand the use of sound effects in movies.	Perform	Sing or play from memory with confidence.	<u>Abstract Albert</u>



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	<p>This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Add vocal and body sound effects to the movie Abstract Albert.</p> <p><u>Abstract Albert with Mickey Mousing</u> Compose musical sound effects in Mickey Mousing style to perform with the Abstract Albert movie.</p> <p><u>Sequencing and character</u> Perform musical sound effects to accompany a silent animation.</p>
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		<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.	
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<p>3. To identify changes in tempo and their effects.</p>	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p><u>Action Mouse song</u> Sing a song at different speeds and explore the phrase structure.</p> <p><u>Action Mouse movie</u> Explore changing tempo to reflect the action in a movie.</p> <p><u>Running Rodent</u> Invent a melodic sequence to accompany a movie with three tempi.</p>
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		<p>Convey the relationship between the lyrics and the melody.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns	
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		<ul style="list-style-type: none"> • combination of musical elements • cultural context. 	
4. To explore the effects of music on movies.	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p><u>Man in a tunnel</u> Listen to incidental music to notice how the music suggests the mood and the action.</p> <p><u>fANTastic ANTics</u> Watch a movie and listen to musical clichés for different emotions.</p> <p><u>Musical clichés</u> Study the musical cliché notation, then make up new music for each of the four scenes, relating graphic notations to sounds.</p>



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		<p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion• expressive• solo• rounds	
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		<ul style="list-style-type: none"> • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 	
<p>5. To explore techniques in movie soundtracks and create sounds for a movie.</p>	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices,</p>	<p><u>Spacedust</u> Watch Spacedust and learn about hit points in animation. The children will investigate ways of marking the hit points with a hand clap.</p> <p><u>Spotting</u> Learn about spotting and begin exploring musical ideas as a soundtrack to the animation Spacedust.</p> <p><u>Spacedust compositions</u> Select instruments and compose musical ideas for Spacedust. The children will</p>



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	<p>effectiveness of musical elements.</p>	<p>including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion	<p>perform these in groups and evaluate.</p>
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		<ul style="list-style-type: none"> • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 	
<p>6. To create and evaluate descriptive movie music.</p>	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p><u>Scene structures</u> Continue creating music for each section of Spacedust.</p> <p><u>Cue scores</u> Finalise ideas and fill in the cue score for each section so that their compositions are ready.</p> <p><u>Synchronised Spacedust</u> Rehearse the cue scores to a second count, then perform the music</p>



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	<p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre	<p>with the animation. The children will focus their evaluations on the timing and sound effects.</p>
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		<ul style="list-style-type: none">• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.	
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