

Key Stage 3 Scheme of Work

Unit No. 3 Title : Soundtracks

Year : 8

Aim	To understand the principles of composing music to a narrative stimulus.
Required resources	Pitched and unpitched instruments, synthesiser. Creation cards and Creation self assessment cards Ice music cards if needed for the last week.
Optional resources	Effects processor Microphones Unit CD with excerpts from film music as appropriate such as 'Psycho' VCR and appropriate cassette such as 'Jaws'
Differentiation	Differentiation will be largely by outcome. More able pupils should be encouraged to experiment with electro-acoustic resources to enhance sound.
Cross curricular elements/Key Skills	R.E. : Setting of music to Bible extract AON : Structure of scores into mathematical models e.g. palindrome Comm : Evaluation of own and others' compositions by appraising work. IT : Use of Effects processor to process microphone sound WWO : Throughout unit IOLP : Self evaluation of work and of performances so that editing and refining can take place effectively. Peer assessment of work PS : Composition tasks given in the form of problems to be solved.
Assessment arrangements	Students will assess each others work according to the self assessment sheet. This will not be recorded. Recorded assessment relates to the understanding of the graphic score of Utrenja (see assessment file)
Expectations	Most pupils will : create and perform music using a variety of sound sources, electronic and acoustic and use graphic notation to represent it. They will be able to listen and appraise their own and others music using musical vocabulary learned during the unit. Some pupils will not have made so much progress and will : create and perform music using a limited number of resources and use basic graphic scoring techniques to represent it. They will be able to listen and appraise their own and others music using limited vocabulary. Some pupils will have progressed further and will : Take the lead in creating and performing and provide suggestions for others. They will have a well developed sense of aural perception and will perform with confidence and style.
Summary of learning points	More advanced graphic scoring techniques Composing a tripartite piece of music on a theme. Careful organisation of resources to produce the tripartite piece 20 th Century avant-garde styles of music

1 & 2	<p>Introduce the topic stressing the role of the film composer and how they must compose music to a storyboard. Talk about familiar film music and how it enhances the story (Psycho, Jaws etc.). At this point, an excerpt of music could be played. The murder from Psycho (Bernard Hermann) is perfect for this. Discuss how the violins are used unusually to create the terrifying sound of the knife as it stabs. This lesson the students must begin composing the 1st section of the Creation (up to formless and desolate . Questions they should consider are :</p> <ol style="list-style-type: none"> 1. What adjectives fit this section? eery, mysterious, creepy etc. 2. Should there be any rhythm? 3. What sounds could create this atmosphere? 4. When in the music should the words be read? <p>A detailed graphic score should be produced to accompany this music. Allow time for revising and editing the music and the scores.</p>
3 & 4	<p>If possible, watch the opening scene from 'Jaws' (John Williams) and discuss how Williams creates tension, how he depicts the water and the simplicity of the shark theme.</p> <p>Section 2 The Raging Ocean . Repeat the above procedure. Swelling of sea will require some thought.</p> <p>Give some examples of sounds that are appropriate to this section. Soft beaters on a cymbal give a shimmering effect. A glockenspiel played into an effects processor will give a magical sound if played using a pitch droop or reverb effect.</p>
5 & 6	<p>Section 3 Let there be light . A good approach is to use C major harmony to symbolise light in the same way Haydn did in the Creation. Ask students to experiment with the harmonic notes C E G in block and broken chord forms. Ask pupils to think about also representing darkness through other sounds during this section.</p>
7	<p>Assemble all sections of the piece and self assess using the self assessment sheet.</p>
8	<p>As an extra project, the Ice music piece could be attempted, time permitting.</p>