Home-School Learning Collaboration – Music

Topics in this cycle: Soundtracks: Music for Film	**Taught:** Spring 2	**Year Group:** 8

Key knowledge/concepts to be learnt ('Tell me about….')	**Websites/blogs/YouTube links and further reading to deepen and consolidate learning**
• **Can you describe film music using musical language?** An opportunity to review and consolidate knowledge of the musical elements. Students will describe musical excepts using musical language. • **Can you plan to use tonality to reflect the mood in a scene?** Students will learn about tonality. They will have the opportunity to demonstrate their understanding of tonality (major/minor/chromatic) in the context of the film and use this as appropriate to plan an intended listener response. • **Can you create familiar and unfamiliar harmony to build tension in a film scene?** Students will strengthen knowledge of triad chords (expressed in terms of concord), and explore tension through the exploration and application of dischords. • **Can you make your music more expressive?** Students learn about and apply dynamics, articulation, instrumentation and phrasing to shape their music. • **Can you perform the music that I have written accurately and in time to the movie trailer? Have I produced ideas on a DAW which work with the trailer?** Students will plan to revel their work by preparing to perform, meeting a deadline, and ensuring that the structure of their piece is sound. They will coordinate to communicate their work through their chosen medium to others. • **Can you demonstrate your acquired knowledge and appraise your learning?** Students will write about their experience and apply their knowledge in response to set questions.	More lessons about Film Music on Oak National Academy: Unit - Oak National Academy (thenational.academy) Learn to use Mixcraft: Beginners Guide to Mixcraft (1 of 2) - YouTube How to create Film Music in Mixcraft: Making a Film Score | Mixcraft Tutorial - YouTube All about "Mickey Mousing" Mickey Mousing - Wikipedia Six steps to creating a film score: https://soundtrack.academy/film-scoring-6-steps-to-creating-a-film-score/ See a film score being recorded by an orchestra: Fly On The Wall Film Of A Large Orchestral Session At Air Studios - YouTube

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Key Vocabulary and Definitions To Be Learnt	
Foley	In filmmaking, Foley is the reproduction of everyday sound effects that are added to films, videos, and other media in post-production to enhance audio.
Concord	A group of two or more musical tones that gives the listener the sense that everything is okay or resolved.
Dischord	A group of two or more musical tones that gives the listener the sense that everything is tense or unresolved.
Tonal	Music with a tonic, or a home note on which music is steady and at rest.
Atonal	Music that lacks a tonal centre, or key.
Chromatic	Music that uses pitches that are in a scale, but also deliberate use of pitches that are not in the scale which sound interesting, dramatic or tense.
Composer	Someone who writes music.
Conductor	Someone who directs musicians. They often 'beat' the pulse and give expressive signals and cues.
Music producer	Brings together technology and musical training to assist a composer or artist.
DAW	Digital Audio Workstation – such as Garageband, Logic or Mixcraft.
Dynamics	The volume: Loud and quiet.
Tempo	The speed of a piece of music.
Orchestral families	The divisions of an orchestra: String, Brass, Woodwind, Percussion.
Timbre	The sound that an instrument makes.
Ostinato	Simply means a repeating phrase. (Sometimes "Riff" or "Loop" are used)

What Will The Assessment Look Like?

Quality of musical outcome – Students will be marked on their technical, constructive, and expressive work.

End of Unit test: 30 minutes

- Short answer questions
- Multiple choice
- Extended writing

Family Learning Opportunities

Have some fun with film clips of your own by turning the sound down and playing other musical excerpts alongside them! Think about what impact this has on the listener. Gauge other people's reactions and gather their thoughts.

Create a playlist exploring the music to some of your favourite film scenes. Try and get a range of contrasting scenes.

Using an instrument, improvise film music that creates the opposite reaction to what the producer/director intended! Think about how you used pitch, rhythm, tonality, and expression to do this.