



YEAR 10 SUM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Film Music & NEA



Curriculum Intent

In addition to working further on objectives from Year 9 and earlier in Year 10 pupils will be taught, following the Eduqas GCSE specification, the following this term:

Eduqas specification extracts:

Area of study 3: Film Music

In this area of study, learners will develop an understanding of film music including the use of **timbre**, **tone colour** and **dynamics** for effect.

Through listening to and/or performing examples of film music learners will study how:

- composers use musical elements appropriately to respond to a specific commission
- composers use leitmotifs and thematic transformation to develop thematic material
- to respond to a given stimulus or commission such as words or pictures
- musical features are adopted by composers to create a mood in descriptive music
- performers interpret a composition
- the audience and/or venue affect the performance and/or composition
- instrumental and/or vocal timbres are used to create colour/mood
- dynamics and contrast are used for the creation of special effects
- music technology may be used to further enhance sonority
- minimalistic techniques are used in film music.

Composition

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

In composition, learners will be expected to display:

- creativity in response to the chosen brief
- development of musical ideas
- technical control of musical elements and resources
- musical coherence and understanding.

(→) Soundtrap



Ensemble Performance

All learners are required to perform as part of an ensemble. An ensemble performance may be on any instrument, voice or technology-based option. In each case learners are required to:

- **perform in a group of between two and eight live performers**, the other members of the ensemble need not be taking the examination
- perform a **significant individual part** which is not doubled
- perform accompanied or unaccompanied as a group but not conducted (the accompaniment can be live or a backing track).

Technology-based Performance

Learners may choose to offer a **technology-based realisation** as part of an ensemble or a solo performance. Technology-based performances include DJ-ing and sequencing and other appropriate technology-based formats.

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Spiritual, moral, social, and cultural development

SMSC: Students will work in large and small groups and pairs, and will need to interact effectively with other students. They will need to be self-aware as well as considerate of others. Students will need to make value judgements about what is a priority for rehearsal. Students will listen to a wide range of music from diverse artists and cultures.

PSHE/British Values: Tolerance – students will be exposed to examples of music from a diverse range of performers and composers (particularly looking at European music from 1650 – 1900)

Skills Builder:



Numeracy

Notation is presented in a graphical manner, and requires similar skills to decode. Students will be asked to identify the number of beats in the bar, and the subdivisions within

Literacy

Vocabulary Tier 2: Describe, compare, contrast, name, explain, development of ideas, musical elements, brief, structure, accuracy, Performance Directions, Technical Control, Expression, Interpretation

	<p>Vocabulary Tier 3: Mood, sonority, scale, major, minor, mode, ternary form, chords, extended chords, common tone, inversion, bass note, root note, texture, tremolo, pizzicato, register, trill, glissando, percussion, phrase structure, syncopation, quaver, semiquaver, dynamic contrast, tension</p> <p>Reading: Students will read for information and for understanding. Students will read research materials to find definitions</p> <p>Writing: Students will write definitions of new vocabulary. Students will write single word and short phrase answers to listening questions</p> <p>Oracy: Students will answer questions verbally, discuss answers with other students, work collaboratively and discuss progress and planning</p>																									
Becoming future ready	<p>Careers/Employability:</p> <p>Teamwork – by working independently in small groups students will develop skills in discussion, collaboration, compromise and listening.</p> <p>Oracy – students will develop a strong vocabulary and be able to express themselves</p>																									
Adaptation	Throughout this topic, quality first teaching will provide differentiation:																									
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>																									
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Recognize features of film music• Use and name extended chords• Understand composing feedback• Polish performance piece• Understand the effect of changing instrumentation• Develop interesting rhythms for accompaniments• Develop interesting rhythms for melodies• <p>Red denotes interleaving; aspects of knowledge covered previously.</p>																									
Learning Outcomes (Most Powerful Knowledge)																										
Current learning to be developed in the future within:	<p>Vocabulary will be used through the GCSE course</p> <p>Ensemble performance skills will be used regularly leading to NEA piece in Y11</p>																									
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table><tr><th colspan="5">SUM 1</th></tr><tr><th>Summative/Formative</th><th>Key Marking Piece</th><th>Feedback type given</th><th>H/WK or Classwork</th><th>Date deadline</th></tr><tr><td>Formative</td><td>Performance feedback</td><td>Written performance feedback (GCSE criteria)</td><td>CWK</td><td>End of 10Sum1</td></tr><tr><td>Summative</td><td>Practice NEA</td><td>Written composition feedback (GCSE criteria)</td><td>CWK</td><td>End of 10Sum1</td></tr><tr><td>Formative</td><td>Practice questions on Film Music</td><td>Whole class feedback during lesson</td><td>CWK</td><td>During 10Sum1</td></tr></table>	SUM 1					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative	Performance feedback	Written performance feedback (GCSE criteria)	CWK	End of 10Sum1	Summative	Practice NEA	Written composition feedback (GCSE criteria)	CWK	End of 10Sum1	Formative	Practice questions on Film Music	Whole class feedback during lesson	CWK	During 10Sum1
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Impact	Attainment and Progress – Refer to assessment results / data review documentation.																									