



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Film Music (He's a Pirate)	<p>To explore the importance of music within a film</p> <p>To explore the characteristics of film music</p>	<p>Texture</p> <p>Melody</p> <p>Leitmotif</p> <p>Ostinato</p> <p>Pedal Note</p> <p>Diegetic</p> <p>Incidental Music</p> <p>FX</p>	<p>Explore the history of film music (silent films)</p> <p>Look at the specific compositional characteristics of film music</p> <p>Perform a Leitmotif from a famous film</p>	<p><i>Prerequisites:</i></p> <p>All of year 7 prior learning (specifically the Orchestral Music unit)</p> <p><i>What comes next:</i></p> <p>Film Music Sequencing unit</p>	<p>Practical assessment preparation</p>
Film Music (Sequencing)	<p>To have a basic understanding of how film music is composed</p> <p>To explore different types of composition (traditional/computer based)</p>	<p>Timbre</p> <p>Structure</p> <p>Loop</p> <p>Sample</p> <p>MIDI</p> <p>FX</p> <p>Pedal Note</p> <p>Hit Point</p> <p>Chords</p> <p>Major</p> <p>Minor</p>	<p>Learning how to navigate and use GarageBand</p> <p>Introduce class to incidental music</p> <p>Compose music that fits behind a specified clip from a film (Hot Fuzz Scene)</p>	<p><i>Prerequisites:</i></p> <p>Y8 Film Music unit</p> <p><i>What comes next:</i></p> <p>Music of Beethoven</p>	<p>Practical assessment preparation</p> <p>Access to GarageBand to work on sequencing externally</p>



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Music of Beethoven (Für Elise)	<p>To be able to identify the tonality of a piece of music</p> <p>To understand how melodic and harmonic intervals are used within composition</p> <p>To be able to identify melodic intervals aurally</p>	<p>Pitch</p> <p>Harmony</p> <p>Tonality</p> <p>Harmonic</p> <p>Melodic</p> <p>Intervals</p> <p>Consonant</p> <p>Dissonant</p>	<p>Exploring tonality in music</p> <p>Identifying the difference between major, minor and atonal tonalities</p> <p>Looking at harmonisation and the impact it has on melodic parts</p> <p>Identifying melodic and harmonic intervals aurally</p>	<p><i>Prerequisites:</i></p> <p>Y7 Classical Tradition (Ode to Joy) unit</p> <p><i>What comes next:</i></p> <p>Sequencing</p>	<p>Practical assessment preparation</p>
Sequencing (Ode to Joy)	<p>To be able to input MIDI into sequencing software</p> <p>To understand how to successfully edit MIDI</p>	<p>Melody</p> <p>Structure</p> <p>Phrase</p> <p>MIDI</p> <p>Position</p> <p>Pitch</p> <p>Duration</p> <p>Pulse</p>	<p>Revisit Ode to Joy and rehearse sections</p> <p>Input harmonic and melodic parts into software</p> <p>Edit MIDI</p> <p>Adapt ideas to create unique individualised sequence</p>	<p><i>Prerequisites:</i></p> <p>Y7 Classical Tradition (Ode to Joy) unit & Y8 Film Music Sequencing unit</p> <p><i>What comes next:</i></p> <p>Folk Music</p>	<p>Practical assessment preparation</p> <p>Access to GarageBand to work on sequencing externally</p>



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Folk Music (The Wellerman)	<p>To understand the various musical features associated with traditional folk music</p> <p>To explore how folk music has developed over time</p>	<p>Timbre (sonority)</p> <p>Tempo</p> <p>Pentatonic</p> <p>Improvisation</p> <p>Folklore</p>	<p>Exploring Folk origins</p> <p>Identifying the key features of traditional Folk music</p> <p>Performing an Irish inspired ceili dance</p> <p>Performing The Wellerman</p>	<p><i>Prerequisites:</i></p> <p>Orchestral Music unit with understanding of instrumental timbres</p> <p><i>What comes next:</i></p> <p>Popular Music</p>	<p>Practical assessment preparation</p> <p>Using Focus on Sound to further research folk instrumentation</p>
Popular Music (Locked Away)	<p>To be able to identify the tonality of a piece of music</p> <p>To understand voice types and vocal techniques</p> <p>To understand how harmonisation can support melodic parts</p>	<p>Harmony</p> <p>Tonality</p> <p>Major</p> <p>Minor</p> <p>Atonal</p> <p>Scale</p> <p>Voice types</p> <p>SATB</p> <p>Vocal techniques</p> <p>Vibrato, Melisma etc.</p>	<p>Exploring tonality in music</p> <p>Identifying the difference between major, minor and atonal tonalities</p> <p>Looking at harmonisation and the impact it has on melodic parts</p> <p>Identifying voice types and vocal techniques</p>	<p><i>Prerequisites:</i></p> <p>Music of Beethoven unit</p> <p><i>What comes next:</i></p> <p>Blues Music (Y9 Curriculum)</p>	<p>Practical assessment preparation</p>