



Subject	Music
Term	Autumn
Duration (Approx)	6 Weeks
Module	Music for Film

Skills and concepts to be developed and assessed (linking to identified AOs)

- **Analyse** a range of music used for film.
- **Compare** music used for different film genres
- **Demonstrate** an understanding of how music has an impact of film
- **Develop** the ability to compose and perform music for film

Factual knowledge to be taught and assessed (including subject specific vocabulary)

- **Know** how music is composed for film and its link to a particular genre
- **Understand** why music is used for film and how this has an effect on the audience
- **Identify** music that has been written for a range of film genres

Formative Assessment/key piece of work prior to end of unit:

- **Aural tests:** identifying different types of music used for different film genres
- **Recorded evidence:** pupils work is recorded on a weekly basis as part of the assessment and evaluation process

Summative Assessment:

A final grade is awarded to pupils for their listening, composition and performance skills

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

- Composing and performing music from different times, places and traditions
- Know how to compose using chords and melodic patterns

Spelling-Punctuation-Grammar. How will you promote high standards within this module?

- Pupils complete regularly self-assessment booklets
- Both written and verbal feedback is given to ensure pupils are using high standards of literacy

Link forward: where next for the learning?

- Next half term pupils will be studying the unit Composing a Pop Song
- Pupils will be able to use prior knowledge of composing to apply to this next unit



Subject	Music
Term	Autumn
Duration (Approx)	6 Weeks
Module	Composing a Pop Song

Skills and concepts to be developed and assessed

- **Analyse** a range of pop music from different eras to the present day
- **Compare** the main features of pop music from different decades
- **Demonstrate** an understanding of how pop music is composed and how to compose pop music
- **Develop** the ability to compose pop music, using chords, melodies, rhythm and lyrics

Factual knowledge to be taught and assessed (including subject specific vocabulary)

- **Know** the history of pop music and how this has developed over time
- **Understand** the structure of a typical pop song, chords, notation, melodies, hooks, riffs and the meaning of lyrics
- **Identify** the use of musical elements, rhythm, tempo, pitch, dynamics, structure, timbre, texture and tonality

Formative Assessment/key piece of work prior to end of unit:

- **Aural tests:** identifying different genres of pop music
- **Recorded evidence:** pupils work is recorded on a weekly basis as part of the assessment and evaluation process

Summative Assessment:

A final grade is awarded to pupils for their listening, composition and performance skills

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

- Chords and bass line
- Structure. (binary, ternary and rondo)
- Melodic patterns

All will be assessed through demonstrating in class

Spelling-Punctuation-Grammar. How will you promote high standards within this module?

- Pupils complete regularly self-assessment booklets
- Both written and verbal feedback is given to ensure pupils are using high standards of literacy

Link forward: where next for the learning?

- Next half term pupils will be studying Latin American Music.
- Pupils will be able to use their prior knowledge of this unit to help them compose Latin American Music