

Unit hub



Intended outcome of the unit

Identify how different styles of music contribute to the feel of a film.

Participate in discussions, sharing their views and justifying their answers.

Use the terms 'major' and 'minor'.

Identify different instruments to describe how music evokes different emotions.

Identify pitch, tempo and dynamics, and use these to explain and justify their answers.

Give reasonable and thought-out suggestions for what different graphic scores represent.

Use their body, voice and instruments to create sounds to represent a given theme.

Create a musical score to represent a composition.

Interpret their graphic score and performing their composition appropriately with their group.

Create sounds that relate to the scene of a film.

Key Vocab

accelerando	improvise
body percussion	interpret
brass	interval
characteristics	major
chords	melodic
chromatics	minor
clashing	modulate

Week	Week	Week	Week	Week
Lesson 1: Soundtracks	Lesson 2: Scenes and sounds	Lesson 3: Following the score	Lesson 4: Composing for film	Lesson 5: The soundtrack
To appraise different musical features in a variety of film contexts	To identify and understand some composing techniques in film music	To use graphic scores to interpret different emotions in film music	To create and notate musical ideas and relate them to film music	To play a sequence of musical ideas to convey emotion

Suggested Next Steps

[Theme and variations \(Theme: Pop Art\)](#)

composition
convey
crescendo
descending
dynamics
emotion
imagery

orchestral
pitch
sequence
solo
soundtrack
symbol
timpani

Unit specific links:



[Assessment - Year 6: Film music](#)

[Knowledge organiser](#)