



### **Overview**

This term we build on the skills and knowledge learned in term one to produce full blown compositions on Garageband. Listening, class discussions and compositions are initially based around The Planets by Gustav Holst with later work focusing on composing for film. Continuous reinforcement of musical vocabulary is built in to the scheme so that students learn how to consider the 5 elements of music when both appraising and composing.

### **Week 1**

Listening to and discussing 'The Planets' by Holst. Talking about the personalities of the 3 Greek Gods in question and identifying musical techniques used by the composer. Students start their own compositions in pairs based on Mars, Venus or Jupiter.

### **Week 2**

Focus on OSTINATO. Repeating strong rhythmical patterns are used to give Mars his aggressive military feel. Starter built around short ostinato ideas, composed and shared with each other before continuing with compositions.

### **Week 3**

Finishing compositions followed by 'listening and appraising' using appropriate musical vocabulary.

### **Week 4**

Music in Films - Students look at film clips without the sound/music. They are asked to describe what they think the mood of the clip should be. Children also describe what they think the music would be like using appropriate vocabulary. Work begins on their own 'stop motion' animated film clip using lego characters.

### **Week 5**

Students finish their animated film clip.

### **Week 6**

Students perform short written exercise to describe the mood/tone of their film clip and the musical elements that they might employ to create the appropriate effect. Work on their 'score' starts!

### **Week 7**

Work continues on their 'film scores'. Focus on musical dynamics and repeating patterns to create effects.

### **Week 8**

Finishing compositions followed by 'listening and appraising' using appropriate musical vocabulary.

### **Week 9**

Introduction to 'jingles' and composing for adverts. Children get straight into choosing a product and describing the sort of advert that might be used to sell the product. What is the tone/mood of the advert? What would the music be like? What sort of lyrics might be used? Building on the composition work done thus far, we now look at lyrics as another dimension together with composing for a specific 'audience' e.g. young children

### **Week 10 /11**

Depending on the depth gone into, compositions are finished and appraised by the group.