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| **Subject: Music** | **Course/Year group: 8** | **Topic: Commercial Music** |

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| **Overview**  This unit develops pupils’ ability to recognise that music enhances a visual image or sells a product, and to compose their own examples. During this unit pupils explore how music can convey ideas and communicate messages in a range of media. They investigate how music can create an effect and how various musical devices, together with other media, can convey a message. They identify how personal responses to music can be influenced by environments and by the use of musical elements and resources. They also compose, refine and record pieces in which a sense of time, place, mood or intention is essential to selling a product. Students will ultimately create a radio jingle to help sell a fictional product. |

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| Literacy Focus  **Writing**  Self and peer assessment of performances. Writing exercise to provide feedback and suggested areas for improvement on student compositions.  Structure paragraphs to develop points, by using evidence and additional points.  Creation of jingle lyrics.  **Reading**  Understand and comprehension of student APP tracker in relation to practical activities.  Identify what information is needed, and draw together information from different sources.  Appraise texts (lyrics) quickly and effectively for their usefulness.    **Speaking & Listening**  Providing verbal feedback to other students within the group and after group compositions have been played to the class.  Discuss and evaluate conflicting evidence to arrive at a considered viewpoint  Listening skills are tested through musical listening analysis of pre-recorded material. | Numeracy Focus  **Number**  Use of fractions to decode rhythmic notation. e.g. crotchet = quarter note, quaver = eighth note. Time signatures to help students understand how many beats are in a bar.    **Shape and Space**  Use of notated score to suggest tempo, dynamic and rhythmic pulse.  **Time**  Students will need to be aware of how their composition must relate to specific trigger points in time - using divisions of minutes, seconds and smaller to match their sound with the visual action of the advert. | Habits of Mind Focus  (delete as appropriate and add brief details)  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities |

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| Key Concepts and Processes | Expectations and Assessment Objectives | Cross-curricular and inter-disciplinary links |
| National Curriculum points met in this unit:  **Integration of practice:**  **Cultural Understanding:**  **Critical Understanding:**  **Performing, Composing & Listening:**  **Reviewing & Evaluating:**  **Range & Content:**  **Curriculum Opportunities:** | Level 4 (working towards) All Pupils will:   * Compose a radio jingle using pre-set musical loops with support from the teacher or LSA. They will apply their knowledge of expressive features to achieve an intended effect and use ICT to develop, refine and communicate their work.   Level 5 (working at) Most Pupils will:   * Have identified that music is vital in selling a product and will have been able to match up appropriate musical styles with specific product. They will create a radio jingle using ICT that enhances a visual stimulus and evaluate how music is used in different situations.   Level 6/7 (working beyond/GAT) Some Pupils will :   * They will have created an advertisable product and identified its target market, image and style. Their advert will consist of mostly original music and be performed live with little mistakes and their musical choice will reflect their product exactly. They will understand that music plays a vital role in the success of an advert. They will use a wide range of musical devices, including harmony, and appropriate notation of their jingle using ICT to develop and communicate their musical ideas. | **Wider Curriculum Dimensions**  1 Identity and cultural diversity,  2 Community participation  4 Enterprise  5 Global dimension  6 Technology and media  7 Creativity and critical thinking  **Cross Curricular Aspects**  **(PLTS)**  1 Independent enquirers  2 Creative thinkers  3 Reflective learners  4 Team workers  5 Self managers  6 Effective participators. |

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| Future Learning  *Pupils could go on to:*  • study particular film music/TV composers, eg Ralph Vaughan Williams, William Walton,  Sir Arthur Bliss, Bernard Herrmann, John Williams, Christopher Gunning  • undertake a project on how music for films/advertising has changed over the last 50 years | Enrichment  *Learning could be enriched through:*  • attending theatrical productions with live original music, eg some carefully chosen musicals  • inviting composers of TV/film/advertisements to lead workshops and talk about the technical and musical procedures behind their music |

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|  | Learning Objectives  including literacy, numeracy and habits of mind (as appropriate) | Differentiated teaching pints/activities including stretch and challenge | Suggested resources | Suggested AfL activities and formal assessment (when appropriate) | Extended enquiry |
| Week 1 | **Introduction: How is music used to sell a product?**  To learn to identify when and how music is used to create an intended effect.  To learn about the ways in which music can be used to create an effective representation of a particular product.  Habits of Mind:  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions | ALL: will be able to identify the target market for each advert and be able to explain whether the music is suitable or not suitable for selling a product.  MOST: will be able to identify the target market for each advert and be able to use emotive language (verbally and written) to describe whether the music enhances the product it is trying to sell.  SOME: will be able to identify the target market for each advert and be able to use key musical words (memorable, catchy, repetition etc…) to describe why the music set to the advert helps to enhance the image of the product. They will understand and use keywords such as explicit and implicit in their writing. | Worksheets:  Lesson 1 Adverts Listening worksheet  Powerpoint:  Lesson 1 - Commercial Music (videos included)  ICT:  Macbooks x 15 | **Questioning:**  What prominent musical features can be extracted from the advertisement’s jingle or soundtrack?  What effect does the music have on the listener and how does it affect their perception of the product?  How do the features of an effective jingle relate to the visual image? |  |
| Week 2 | **Exploration: what effects can music create?**  To learn how music affects the way we interpret visual images.  To identify specific ways in which music and visual images can be brought together.  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities | ALL: will be able to locate the ‘honda cog’ movie file with help and drag it into a new Garageband project. They will be able to choose different musical pre-set loops to go with the image of the moving cog. They will need significant support to locate the loops and add new tracks to the project.  MOST: will be able to locate the ‘honda cog’ movie file in pairs and create a new Garageband project. They will select and add suitable pre-set musical loops to enhance the action within the video.  SOME: will be able to independently locate the ‘honda cog’ movie file and create a new Garageband project; they will be able to assist others in doing this. They will select and add suitable pre-set musical loops to enhance the action within the video by using the editing tool to cut and fragment the loops so that the music is in time with the visual action. | Worksheets:  ‘Step by step’ guide to locating the Honda Cog movie file.  Video: Honda Cog Advert  ICT:  Macbooks x 15  Headphones x 30  Headphone splitters x 15 | **AFL:**  Students use Green, Amber and Red sheets in planners on their desks to represent whether they are able to locate the movie file and whether they need extra help either from another student or the teacher. |  |
| Week 3 | **Application: composing music to achieve an intended effect.**  To plan and compose a short radio jingle suitable for broadcast, from a non-musical stimulus.  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities | ALL: will be able to select a product that they wish to sell and write down their target market on the worksheet. They will come up with a name for their product. Using Garageband they will start a new project and select an appropriate tempo and rhythmic loop to match their product. Energy bar = fast tempo.  MOST: will choose a product: trainers, energy bar or fizzy drink and identify their target market giving reasons for their decision. They will brand their product and come up with a simple slogan for their jingle. Using Garageband they will start a new project and select an appropriate tempo and rhythmic loop to enhance their product. They will ‘drag and drop’ pre-set bass lines to go with the rhythm track.  SOME: will be able to select a given product and justify their musical plan for the jingle in advance. They will be able to use keywords such as tempo, pitch, timbre, dynamics etc… to describe how their jingle will enhance the product they are selling. They will select and loop a drum track and play in, using a keyboard, a bassline to go with it. | Worksheet:  ‘Creating a jingle for your product’  Audio:  Fizzy Pop Jingle ‘Buzz’ on Garageband (teacher example)  ICT:  Macbooks x 15  Headphones x 30  Headphone splitters x 15  Keyboards x 15 | **AfL:**  Students use Green, Amber and Red sheets in planners on their desks to represent whether they are able to start a new project and whether they need extra help either from another student or the teacher. | Students need to start writing a ‘voice-over’ script in order to sell their product.  They will need to choose a title, slogan and create a short paragraph to sell their product.  This will be recorded in week 4 or 5. |
| Week 4 | **Application: composing music to achieve an intended effect. (contd)**  To learn how to use rhythm and rhyme within words to create effective jingle lyrics.  To learn how to record an audio track in Garageband.  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities | ALL: will be able to add an audio file into their Garageband project and record their voice with assistance from an LSA or the teacher.  MOST: will be able to add an audio file in Garageband and record their voice and slogan in time with their chosen rhythm track. They may edit the audio file afterwards for an intended effect.  SOME: will be able to independently locate and add a new audio file to their composition and will record an original and catchy slogan as their jingle ‘voice-over’. **G&T** students may create a catchy melody and sing in a chorus to go with their voice-over. | Worksheet:  ‘Creating a jingle for your product’  Audio:  Fizzy Pop Jingle ‘Buzz’ on Garageband (teacher example)  ICT:  Macbooks x 15  Headphones x 30  Headphone splitters x 15  Keyboards x 15 | **AfL:**  Students are selected to read their scripts to the class - peer assessment and peer feedback. | Bring in script and compare ideas with partner - amend if needed.  Record voice-over. |
| Week 5 | **Application: composing music to achieve an intended effect. (contd)**  To learn how to use structure as a compositional device.  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques  **Imaginative -** Using intuition, Making connections, Playing with possibilities | ALL: will be able to understand that their voice-over slogan should be in the middle of their jingle, surrounded by an introduction and outro. They will be able to move their tracks around the Garageband screen with assistance.  MOST: will be able to edit their jingle to feature an introduction, voice-over and outro and understand this structure to be ‘ABA’. They will add other timbres to enhance their jingle at this stage, making sure that the tempo and pitch is appropriate for their target market.    SOME: will understand the term ternary, (ABA) and use it as a compositional device to give their jingle structure. Students will be able to enhance their jingle with additional timbres; playing in their own musical ideas (motifs, hooks, riffs) through the keyboard. They will understand that appropriate choice of pitch, dynamics, timbre and tempo will either enhance or clash with their product. | Worksheet:  ‘Creating a jingle for your product’  Audio:  Fizzy Pop Jingle ‘Buzz’ on Garageband (teacher example)  ICT:  Macbooks x 15  Headphones x 30  Headphone splitters x 15  Keyboards x 15 | **AfL:**  Select student jingles to play to the class - peer assessment.  What product are they trying to sell?  Does the jingle enhance the product? - red, amber, green cards to show vote. | Bring in script. Record voice-over. |
| Week 6 | **Evaluation: how have our compositions helped to sell the product?**  To learn how to give and receive peer feedback in relation to composition.  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques | ALL: will be able to identify if a student composition is successful in helping to sell a given product and share their ideas with a partner.  MOST: will be able will be able to identify if a student composition is successful in helping to sell a given product and be able to give musical reasons as to why this is/not the case. They will be able to identify the target market of the work and suggest why this is so.  SOME: will be able will be able to identify if a student composition is successful in helping to sell a given product and be able to give musical reasons as to why this is/not the case using keywords such as target market, audience, hook, explicit, implicit, repetition, slogan. | Worksheets:  Student assessment - peer evaluation of radio jingles.  Unit trackers x 30  ICT:  Macbooks x 15  Headphones x 30  Headphone splitters x 15  Keyboards x 15 | **AfL:**  End of unit tracker sheets for levelling.  **Plenary:**  What did I do well in this unit?  How persistant have I been? (habit of mind focus) |  |