

Meden School Curriculum Planning							
Subject	Music	Year Group	9	Sequence No.	4	Topic	Horror

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
What are the features of horror music? What are irregular timings and how does this affect the sound of a piece? What is concord/discord ? What is retrograde and how do I use it? What is a diminished seventh? How do I create my own horror music?	<p>This unit develops pupils understanding of how music is used in films to create atmosphere. Pupils develop knowledge of how to compose music for a brief.</p> <p><u>Theory Knowledge – all students are taught knowledge of music theory</u></p> <p>Time Signature: dividing the music into beats. Retrograde: playing a piece backwards e.g. a b c d e would be played e d c b a Inversion: looking at the intervals between notes and reversing them e.g. if the distance between 2 notes is a major third above, the change the note to a major third below. (a major third is 4 semitones). Intervals: the distance between each note as measured by semitones. Sfz sforzando means play suddenly louder. Octave two notes exactly 8 notes apart (oct=8). E.g. C & C. Articulation how you play notes from one to another. Slur: playing as smoothly between notes as you can, without a gap. Staccato: playing with a gap between the notes. Sigh Motif: playing the second note with less emphasis, slurred to the first note. Chromatic moving a half step on the piano – white to black notes, or one fret on the guitar. Major: a happy, jolly sounding key. A major chord uses a gap of 4 semitones then 3 semitones. Minor: a more sombre feeling key. A minor chord uses a gap of 3 semitones then 4 semitones. Concord: sounding pleasant.</p>	<p>https://www.youtube-nocookie.com/embed/pT4FY3NrhGg?playlist=pT4FY3NrhGg&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start= Halloween theme song.</p> <p>The shinning clip. Discussion around 18 movies.</p> <p>Psycho Clip.</p> <p>Sweeny Todd.</p> <p>Ghost Busters.</p> <p>Sleepy hollow.</p>

Discord: sounding nasty.

Diminished seventh: a gap of 3 semitones between each note.

Lesson Knowledge

- Pupils look at the music from Halloween, analyse and perform. 5/4 **time signature**, sections repeat a **semitone** lower. Pupils play the theme tune and then look at how they could extend it. E.g. changing the pitch again, swap the bass and treble clef parts around, play it backwards – retrograde, play an inversion of the tune.
- Pupils to experiment with the feelings associated with different types of **chords** and **keys**. Pupils to write their own Psycho chord making use of **Octaves** and **Discords**. Pupils to practise the **Sigh Motif** from Psycho and then create their own to go above their own discord.
- Pupils watch 3 film clips and 3 pieces of music. Pupils to match up the clips with the music and justify their answer. Pupils to start composing their own music to go with the Haunted House clip. Pupils watch the clip with no music and decide where they will put **discords**, **Sigh Motif** and how they can extend their **Sigh Motif**.

Haunted House Composition

Scene 1 5-18 secs.

Darkness & mist. There is a sense of confusion, things being lost or unclear. Where are we?

Pupils to choose:

- Pitch
- Tempo
- Dynamics
- Timbre
- Articulation

Scene 2 18-33 secs.

Walking motif & bridge.

Compose a Sigh Motif to add on top of the atmospheric sounds from scene 1.

How will you show the rise and fall over the bridge?

Scene 3 24-49 secs.

Swinging seat

Can you find an appropriate sound effect? Or can you create music to sound like a swinging seat? What articulation will it have? Which timbre will you choose?

	<p>Scene 4 50-1.06 secs. Walking towards the house. A repeat of the walking motif? Time to change it by:</p> <ul style="list-style-type: none"> • Pitch • Retrograde • Inversion • Swapping parts <p>Scene 5 1.07-1.18 Graveyard Create more tension. Change the dynamics and/or tempo. Can you use sounds associated with death e.g. dies irae?</p> <p>Scene 6 1.2501.57 Inside the house. New music is needed here. Change the pitch, tempo and instruments.</p> <p>Scene 7 1.57-2.06 Skeleton. Think about the timbre & articulation. Try tuned percussion – xylophones?</p> <p>Scene 8 2.07-2.14 Descending stairs. Descending pitch.</p> <p>Scene 9 2.14-2.43 Fire & Candles Warmth & light. Maybe the haunted house isn't so scary after all? Ending – locked in? No escape?</p>	
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