|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pathway**  **‘2-3’** | **Year 8.2 Music** | **Term 2 Spring half Term to end of Summer Term** | |
| **Learning Intention: Music in Advertisements**  As musicians pupils learn to create happy or sad music inspired by an advertisement. The purpose of the project is for Pupils learn to interpret tonality/moods in music and develop composition skills. Pupils build confidence in the ability to develop their own music compositions and share ideas/demonstrate to others. | | | | |
| **Key knowledge that should be learned during this SoW** | | All (Pathway 2) | Most (Pathway 3) | Some (Pathway 4) |
| **Concept:** | | To encourage and support pupils to:  - To understand that music plays an important part in adverts and can affect their mood. | To encourage greater independence and decisions making through guidance in:  - To understand that music plays an important part in adverts. Students can name their favourite advert. | To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:  - To understand that music plays an important part in adverts. Students can accurately recall a famous song played in an advert. |
| **Knowledge:** | | Develop a basic understanding of the following Core Knowledge:  - To be aware of mood in music and recognise different moods in music. | Develop a competent understanding of the following Core Knowledge:  - To be aware of mood in music. Students are able to understand the terms Major / Minor. | Develop a confident understanding of the following Core Knowledge:  - To be aware of mood in music. Students are able to understand the terms Major / Minor. Students are able to compose a piece of music using one of these tonalities (moods). |
| **Key Skills:** | | what will they actually be able to do as a result of this learning  -To be able to compose a simple ‘happy’ or ‘sad’ piece of music with support. | what will they actually be able to do as a result of this learning  -To be able to compose a simple ‘happy’ or ‘sad’ piece of music without support. | what will they actually be able to do as a result of this learning  To be able compose 2 pieces of music for an advert, one in a minor key (a minor) and the other in c major (happy key). |
| **Language and/or communication skills:** | | To develop confidence in subject related language and begin to use a range from the following keywords independently and mostly accurately sharing ideas verbally when prompted.   * Adverts * Mood * TV * Feelings * Happy * Sad * Scary | To improve use of subject related language and appropriate application of the below keywords and to share a range of new descriptions and their own keywords with the class   * Major * Minor * Improvise * Background music | To explore use of subject related language using broad and appropriate application for the most of the below keywords and regularly sharing own additional language   * Tonalities * Composition |
| **Curricular Links** | | SMSC/PSHCE- personal development of emotions and feelings related to music in advertisements. Social skills sharing opinions. Understanding how music in adverts affects our interest or feelings.  Spiral Learning  Literacy- Keyword exercises, word games, word frames, vocabulary quiz  Numeracy is encouraged through counts of beats and rhythm  ICT- Pupil encouraged to research music in adverts or films at home  Art & Drama year 8 where pupils learn about sound effects in performance. | | |

Talking points

* Students will be able to talk about different adverts on TV and talk about their favourite ones. Talk about how music in adverts makes them feel, does music make them want to buy something more or feel interested in going to see an event or performance. Discussions about music played in different advertisements.

Implementation

* Core Focus:
* Music for Advertisements
* Hearing Tonality in music
* Starting to develop composition skills
* **Communication and creativity:** There are various opportunities where students can sit down and discuss how they feel towards the advertisements. They will also get to explain why (Visually and musically) they feel a certain why. They then need to use their creativity and decide what musical decisions they need to make to fit the advertisement.
* **Keyboard and performance:** Pupils will be taught to use the keyboard to produce music for the advertisement, therefore, they will build up their performance skills. They will have to learn three main techniques (Will not be mentioned the names unless students are G&T) to represent happiness, sadness, and mysteriousness – Major, Minor, and Whole tone scales.
* **Improvising and composing**: This is not a teacher led project - Students will receive guidance of how to play the scales (learning the notes), and then to decide how to use it effectively based on how they feel about the chosen advertisements. Throughout the unit, students are first encouraged to improvise when playing, then slowly move onto notating their ideas with description

Assessment: Pupils are assessed by the teacher ongoing as they perform practical tasks and do 2 theory written assessments

Impact

Core outcomes

1.Students will show understanding on musical for Advertisements through the 2 written assessments.

2.Students will show their performance skills through the playing tasks and ongoing practical assessment.

3. Students will show their creativity through remixing and re-composing a song for advertisement

Wider Impact

Students will be able to compose simple jingles for any upcoming school performances. To be more aware of advertising and how it can influence you.

Career links-Develop knowledge that professional Musicians can be paid to create Music for adverts.