



Music Topic Overview: Year 6: Spring 2 – Film		
Previous linked learning	I think I already know...	I would like to find out...
<p><b>All previous units:</b> developing an understanding of the impact/effect music can have, developing musical vocabulary and singing technique</p>		
Key Vocabulary		
<ul style="list-style-type: none"> <li>• percussion</li> <li>• accelerando</li> <li>• brass</li> <li>• characteristics</li> <li>• chords</li> <li>• chromatics</li> <li>• clashing</li> <li>• composition</li> <li>• convey</li> <li>• crescendo</li> <li>• descending</li> <li>• dynamics</li> <li>• emotion</li> <li>• imagery</li> <li>• improvise</li> </ul>	<ul style="list-style-type: none"> <li>• interpret</li> <li>• interval</li> <li>• major</li> <li>• melodic</li>   <li>• minor</li> <li>• modulate</li> <li>• orchestral</li> <li>• pitch</li> <li>• sequence</li> <li>• solo</li> <li>• soundtrack</li> <li>• symbol</li> <li>• timpani</li> </ul>	<p><b>By the end of this unit you will be able to...</b></p> <ul style="list-style-type: none"> <li>- Identify how different styles of music contribute to the feel of a film.</li> <li>- Participate in discussions, sharing your views and justifying answers.</li> <li>- Use the terms 'major' and 'minor'.</li> <li>- Identify different instruments to describe how music evokes different emotions.</li> <li>- Identify pitch, tempo and dynamics, and use these to explain and justify answers.</li> <li>- Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>- Use your body, voice and instruments to create sounds to represent a given theme.</li> <li>- Create a musical score to represent a composition.</li> <li>- Interpret your graphic score and performing your composition appropriately with their group.</li> <li>- Create sounds that relate to the scene of a film.</li> </ul>