***Year 10 Music – INNOVATORS (Version 2) – Condensed Unit Outline***

**Learning Objectives**

By the end of this unit, students will be able to:

**10.1** *Use aural skills and manipulate the elements of music to work towards developing a personal style in creating original compositions.*

**10.2 Use** *various forms of technology and traditional musical notation to communicate musical ideas in a range of styles, through the manipulation of the elements of music.*

**10.3** *Work towards refining their performance repertoire and increasing their technical and interpretative skill, through practising and rehearsing.*

**10.4** *Understand style and convention in the planning and organising of original compositions.*

**10.5** *Develop style-specific techniques and expression to interpret composers’ use of elements of music in their own performance.*

**10.6** *Evaluate a range of music and compositions of a variety of styles and genres, in order to inform and refine their own composition and performances.*

**10.7** *Analyse a range of music from contemporary and “classical” genres to explore differing viewpoints in order to enrich their own music making.*

**Phase 1 – What is an innovator? (Sorting out, Finding out, Going further)**

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| Week | Double Lesson 1 (90 mins) | Double Lesson 2 (90 mins) | Single lesson (45 mins) |
| 1  Generic window – common aspects related to other inquires | Introduction, important dates, assessment outline.  **Key generative question: What is an innovator? Class discussion on definitions, qualities, examples**. Performance/composition etc  Who do you think is innovative? Why?  Film clips of various performances – WOTE (<https://www.youtube.com/watch?v=d9NF2edxy-M>) plus own choice from current year. Small group and class discussion. (ACAMUR091) | The Elements of Music- ***finding out*** about how they work together.  Mozart – “Piano Sonata K 545” – I  Classical Characteristics and Sonata Form – innovations. ***Sorting out*** – analysis – look for patterns in the music, make meaning, review thinking.  Discussion on critically reviewing information with the use of the “C.R.A.P” test (Currency, Reliability, Authority, Purpose.) Why do we need to critically evaluate sources we use? (Generic window)  *Homework*: Individual research on Mozart – 5 interesting facts to share for next lesson, from reputable sources. | Recap on Mozart, homework information and classical characteristics. Discussion of Sonata form in relation to the Classical ideals of *Balance, Refinement* and *Order.* ***Sorting out –*** looking for patterns, making meanings)  *Homework:* Write me a letter to introduce yourself. |
| 2  Situated window with aspects of Trans-  formative | Revision of Classical Characteristics and Sonata form. Discussion of Mozart and child prodigy. Story of his Requiem – listen and analyse “Dies Irae” for innovations. What emotions are expressed in this piece? What comment could Mozart have been making on his own mortality? Relate Mozart’s childhood to Michael Jackson’s (child prodigy, pushy father, adult world.)  What is your opinion of Michael Jackson? Why do you feel that way? What are the implications for your appreciation of his music? (Socratic questioning, **Going further**.) | ~~Individual~~ Research in pairs on Michael Jackson by choosing a specific period of his life to research and present to the class. (Student directed) Students are to use the [Checklist for Evaluating Sources](http://researchguides.uoregon.edu/c.php?g=318981&p=2665186) to ensure the quality.  Innovative Clips “Earth song” – why is this more than a “pop” song? Class discussion on Climate change and environmentalism. Why is music such a powerful platform for social comment? ***Going further*** – personalising, (transformative window)  “Smooth Criminal” – subject matter and short film.  Theory and Key Signatures. | Sibelius music software introduction or recap.  Sibelius worksheets. (Developing ICT capability) |
| 3  Situated window – discipline specific | Musical Elements and key signatures Revision  Stevie Wonder – “Superstition” - analysis of music elements and small group performances excerpts. **(Sorting out)** (ACAMUM103/90)  Garage Band – bass loops – explore sounds | Sibelius – creation of a bass line and Drum beat in the style of Stevie Wonder’s “Superstition.” (ACAMUM099)  Present work to the class. (ACAMUM90) (Developing ICT capability) | Research “Glam Rock” (by choosing one of the discussed critical evaluation tools, or finding another tool) and either Queen, Elton John, David Bowie or KISS, or another suitable artist. Find a representative song and prepare a mini analysis for the class with a brief analysis and a discussion on why the song/artist is innovative. Use the [Information Process compass](http://knowledgecompass.weebly.com/information-process-compass.html) to generate suitable questions. (Complete for homework) (**Going further** – personalising) (Situated window – discipline specific) (ACAMUR091) |
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| **Phase 2 – How can I be innovative?** (**Tuning in to students’ thinking, Synthesising and Reflecting**) | | | |
| Week | Double Lesson 1 (90 mins) | Double Lesson 2 (90 mins) | Single lesson (45 mins) |
| 4  Expressive window – expressing feelings | Mini Analysis class presentations with class discussions  **(Tuning in to students’ thinking)** (ACAMUR091)  Distribution of Musicology task (no work time in class yet, but handed out earlier so that students have time to choose artists and repertoire.) | Tchaikovsky and innovations in compositions for ballet eg. “Swan Lake.” Links to modern day film music scores. **Synthesising and Reflecting** – making connections between ideas)  John Williams- Famous themes (Jaws, Star Wars, Superman, Harry Potter) How many are familiar? (**Tuning in to students’ thinking**) | Worksheet on “The Lion King” – ~~innovative use of themes.~~ How does the composer’s use of themes provide an emotional connection to the characters and story? **Tuning in to students’ thinking**  Homework: Choose Film Music Excerpt for mini project |
| 5  Expressive window – expressing feelings | (10.6 – Evaluate music to inform and refine their own compositions) Using the lessons learned in last lesson’s analysis, plan a short 15-30 second composition to a film/animation excerpt that establishes a character’s theme or expresses an emotion. Students can choose to work in pairs if they wish (Summative assessment) | Continue work on Film Music mini composition project – Sibelius  **Synthesising and Reflecting** – making connections between ideas) | Continue work on Film Music mini composition project – Sibelius  **Synthesising and Reflecting** – making connections between ideas) |
| 6  Expressive window – expressing feelings | Presentation of Film Music mini compositions  **Acting and Applying** – sharing new learning with others | How can I use what I’ve learned so far in this unit to create my own innovative music? Choose any style or genre and brainstorm ideas for an original composition. **Synthesising and Reflecting** – making connections between ideas) | Distribution of Musicology Task  Continued work on original composition. |
| **Phase 3 – Who do I believe to be innovative and why? (Acting and Applying)** | | | |
| 7  S.T.E.  windows | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. |
| 8  S.T.E.  windows | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. | **Peer feedback day** (plus continue for homework if submitting online). Informal performances of composition ideas, performance dress rehearsals, feedback on written information. |
| 9  S.T.E.  windows | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing. | Work on Musicology Task  \*Refer to task sheet to see detailed breakdown of tasks.  **Acting and Applying** – applying learning to new contexts, creating/constructing/doing.  **Final submission of Musicology Tasks** | Review, recap and final thoughts |