

# Library Music

## Introduction

Film is an exciting and accessible context in which to develop children's understanding of music, sound and genre. It can be used to help children recognise and articulate their intuitive knowledge of the way music can be used to tell stories and create mood.

## Aims

To help children learn about the genre of the musical and the history of music in film.

To help children develop an understanding of the way music can be used to tell stories, present settings and genres and create mood, and evoke feeling.

## Downloadable Activities

- a. Listen Up**  
Encourages children to think about the effect music has on a cinema audience
- b. Create a soundtrack**  
Some ideas for making music to evoke different moods
- c. Daisy Remake**  
Guidance on making a mobile silent movie

## Curriculum Links

### QCA Schemes of Work

Music Unit 1 and Unit 8 Ongoing Skills - Listening, memory and movement.

Music Unit 13 Painting with sound



# Music

## National Curriculum

### KS1 Music

- 2b** explore, choose and organise sounds and musical ideas (b)
- 3a** explore and express their ideas and feelings about music using movement, dance and expressive and musical language (a)
- 3b** make improvements to their own work. (b)
- 4a** to listen with concentration and to internalise and recall sounds with increasing aural memory (a)
- 4d** how music is used for particular purposes [for example, for dance, as a lullaby]. (a,b)
- 5a** a range of musical activities that integrate performing, composing and appraising (a,b)
- 5b** responding to a range of musical and non-musical starting points (a,b)

### KS2 Music

- 2b** explore, choose, combine and organise musical ideas within musical structures. (b)
- 3a** analyse and compare sounds (a,b)
- 3b** explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary (a)
- 3c** improve their own and others' work in relation to its intended effect.(b)
- 4a** to listen with attention to detail and to internalise and recall sounds with increasing aural memory (a)
- 4c** how music is produced in different ways [for example, through the use of different resources, including ICT] (b)
- 5a** a range of musical activities that integrate performing, composing and appraising (a,b)





## Music

**5b** responding to a range of musical and non-musical starting points (a,b)

**5d** using ICT to capture, change and combine sounds (b)

### KS1 ICT

**2b** how to select from and add to information they have retrieved for particular purposes (b)

**4a** review what they have done to help them develop their ideas (b)

**4b** describe the effects of their actions (b)

**4c** talk about what they might change in future work. (b)

**5b** exploring a variety of ICT tools (b)

### KS2 ICT

**4a** review what they and others have done to help them develop their ideas (b)

**4c** talk about how they could improve future work. (b)

**5b** working with others to explore a variety of information sources and ICT tools [for example, using ICT tools to capture and change sounds] (b)

### Cinliteracy

#### Stage 1

##### Outcomes

Identify and talk about structuring features such as music, changes in location, interior/exterior settings, actors and presenters; (a)

Add music or commentary to a moving image sequence. (a)

#### Stage 2

##### Experiences and Activities

Watch/listen and discuss the use of music, voices, sound effects and silence in short sequences; (a)

