

Stage 6 Music 1

Music for Film: 10 Weeks

Unit Description	Unit Outcomes
<p>This unit will allow students to explore how music is used in film, TV, and video games. They will learn to identify various music concepts including texture/timbre, pitch, and duration in the context of popular film scores. They will apply this knowledge to compose a short soundtrack to a visual stimulus, using a DAW. This unit will introduce compositional and listening skills and provide the preliminary understanding for the use of motifs, dissonance, tempo development, and timbre, including elements inspired by Aboriginal and Asian musical traditions, that can be extended in the following units of work.</p>	<ul style="list-style-type: none">• P1: Perform music characteristic of the topic• P2: Observe, read, interpret and discuss simple musical scores• P3: Improvise and compose music using concepts of music• P4: Recognise and identify concepts of music and discuss their use in styles• P5: Comment on and construct musical compositions• P6: Observe and discuss concepts in works studied• P7: Understand capabilities of instruments and music technologies
Concepts/Skills (or Other Special Foci)	Cross-Curricular Priorities or General Capabilities
<ul style="list-style-type: none">• Critical and Creative Thinking• ICT Capability• Literacy• Personal and Social Capability• Aboriginal and Torres Strait Islander Histories and Cultures	<ul style="list-style-type: none">• Aboriginal and Torres Strait Islander Histories and Cultures• Asia and Australia's Engagement with Asia

Differentiation Strategies

- Different listening examples will be used that range from simple (i.e. Jaws) to more complex. Graphic scores will also be used for as a visual aid for students who do not have experience reading music.
- The composition task will be scaffolded with a step-by-step guide to create each component (i.e. harmony, melody, accompaniment etc.) and individual and group work options will be used to help students who benefit from collaborative learning.
- Students will have the option of presenting compositions using acoustic instruments, DAWs or graphic notation, depending on their strengths and preferences.
- Formative check-ins and regular student feedback to support individual progress.

Week	Targeted Outcomes (P#)	Content Focus	Teaching, Learning, and Assessment Activities	Required Resources
1	P1 P6 P9	Introduction to Music for Screen	<ul style="list-style-type: none"> • Teacher-led discussion around the role of music in narrative storytelling in film, TV, and games. • Show and analyse well known soundtrack clips (e.g., <i>Star Wars</i> main theme, <i>Harry Potter</i> theme, <i>Mission Impossible</i> soundtrack). • Hold a group discussion around how music can influence/enhance emotions and storyline. • Students to create a written reflection and share of observations using their own examples. • Teacher to use formative questioning to assess prior knowledge and engagement (possibly in conjunction with exercise where class is broken into small groups). 	YouTube clips, teacher slides, score excerpts
2	P1 P4 P6	Concepts of Music: Duration & Pitch	<ul style="list-style-type: none"> • Teacher to provide guided listening exercises focusing on rhythm patterns, tempo changes, and melodic contours taken from film music excerpts. 	Listening grid (a table that provides for a space for students to comment on various music

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			<ul style="list-style-type: none"> Students will use listening grids to identify motifs and variations in selected soundtracks. Students will do interactive rhythm clapping/found percussion and pitch matching games to reinforce concepts. Students will do small group discussion on how tempo and pitch contribute to mood. Students will undertake small in-class quiz on basic concept terminology. 	attributes (i.e. duration, pitch, melodic contour etc.)
3	P2 P4 P6 P7	Timbre & Texture	<ul style="list-style-type: none"> Students will analyse orchestrated film scores by listening to layered film score examples and identify different instruments and textures. Teacher will introduce and demonstrate virtual instruments (VSTs) and sample libraries in DAWs. Students will experiment with layering sounds in a DAW to create basic textures using only C Major (white notes on the piano). There will be a group discussion on how timbre can be used to enhance storytelling (e.g., dark vs bright sounds). Students will share sound layers they have created and get class feedback. 	DAWs, VST plugins
4	P2 P5 P7	Aboriginal Film Soundscapes	<ul style="list-style-type: none"> Students to watch selected clips from <i>Samson and Delilah</i> and <i>The Tracker</i> focusing on soundscape and ambient use. Discussion of the role of silence/natural sounds in Aboriginal storytelling. Provide NITV based educational to students as resources to explore Indigenous perspectives on sound and place. 	Excerpts from films, NITV resources

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			<ul style="list-style-type: none"> Students will do small group reflections on cultural significance and emotional impact of sound. 	
5	P1 P2 P4	Compositional Techniques	<ul style="list-style-type: none"> Students will compose short motifs representing characters or moods using keyboards and notation software. Teacher demonstrates how to apply changes in tempo, pitch, and motif variation for dramatic effect in DAW environments. Students will work in pairs to gain peer feedback on initial compositions. Teacher will lead a class discussion on effective use of compositional techniques in film scoring. Homework towards final task: students will begin to refine motifs based on feedback and teacher guidance. 	Classroom keyboards, notation software, DAWs
6	P3 P5 P7	Asian Influences in Screen Music	<ul style="list-style-type: none"> Teacher will play and analyse excerpts from Asian film composers (Joe Hisaishi's <i>Spirited Away</i>, Tan Dun's <i>Crouching Tiger</i>). Students will explore Asian musical elements like pentatonic scales, modality, and traditional instrumentation with Western scores, looking at early Hans Zimmer scores. Class discussion on cultural context and how Asian influences shape the narrative feel. Students will complete an analysis worksheet identifying key timbral and modal features. Students will present in small groups to speak about how these elements might be used in their own compositions. 	Film excerpts (<i>Spirited Away</i> , <i>Crouching Tiger</i> , <i>Rain Man</i> , <i>Black Rain</i> , <i>Last Samurai</i>), analysis sheet

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7	P2 P4 P5	Film Scoring Workshop	<ul style="list-style-type: none"> Teacher will play silent film clip and model the scoring process in DAW. Students to start a scaffolded composition task where they begin scoring the clip using motifs, tempo changes, and texture layering. Teacher will check in to guide compositional choices and DAW skills. Students will peer-share progress and provide constructive feedback focusing on how music supports the story. Student will create a written reflection on the challenges and discoveries in scoring film. 	DAW with MIDI keyboard, silent film clip
8	P2 P5 P7	Composition Draft and Peer Feedback	<ul style="list-style-type: none"> Students will share draft compositions in small groups. Students will use a rubric based structured feedback form to provide feedback and suggestions around motif, timbre, tempo, and how music is enhancing storytelling. Teacher to lead discussion on managing constructive criticism and revision strategies. Time will be allocated for students to begin revising based on feedback. Teacher to create specific lessons based on challenges faced by students during composition process (i.e. use of DAW issues, creating effective motifs, etc.) 	Peer assessment sheets, headphones
9	P3 P4 P6	Final Composition Refinement	<ul style="list-style-type: none"> Students to finalise and submit their original music composition for the film scene (20% task). Student to write a brief rationale explaining their compositional decisions and how the music supports the visual stimulus they have been given. 	Submission instructions, composition rubric

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			<ul style="list-style-type: none"> Teacher to provide individual feedback to support finished piece and provide technical troubleshooting. Students will undertake a self-assessment checklist completed to to reflect on their learning process. 	
10	P6 P7 P9	Presentation & Reflection	<ul style="list-style-type: none"> Students will present their final compositions to the class, explaining key choices and challenges. Class feedback session to be guided by teacher, focusing on listening skills and analytical language. End of term reflective discussion on what was learned about music's role in storytelling and cross-cultural influences. End of term listening assessment task: students will be played an excerpt and asked to provide feedback on music concepts studied in the unit (10% task). Teacher to provide feedback for further study or extension, and introduce the following unit of study. 	Audio setup for playback, reflection form

Assessment of learning

Students will showcase their achievement of the targeted outcomes primarily through two complementary assessment tasks: composing an original music soundtrack for a film scene using a Digital Audio Workstation (DAW), and undertaking a listening analysis task focused on music for screen. The composition task, which constitutes 20% of the assessment, requires students to apply their understanding of key musical concepts such as texture, timbre, pitch, motif development, and tempo to create an effective soundtrack that enhances visual storytelling. This task directly aligns with the selected outcomes by demanding practical application of compositional and listening skills within a meaningful, real-world context—film scoring—which is authentic and relevant to contemporary music practice. The listening task, worth 10%, further develops and assesses students' analytical skills as they critically engage with existing film music examples, identifying how musical elements contribute to narrative and emotional impact.

Both tasks set high expectations by requiring students not only to demonstrate technical proficiency with music technology but also to interpret and communicate narrative meaning through sound, consistent with the syllabus aims to develop creative, analytical, and technical skills in music for screen. The simulated real-world context of composing for film encourages students to engage deeply with the creative process and critical listening, fostering skills transferable beyond the classroom. Together, these tasks provide a balanced and comprehensive assessment of learning that reflects the unit's focus on developing foundational skills in composition, music analysis, and cross-cultural musical awareness, thereby ensuring students meet the syllabus outcomes in an engaging and meaningful way.

Teacher name:

Date: