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| <p><b>LEARNING OBJECTIVES</b><br/>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> <li>Learn about <b>CONCORDS</b> and <b>DISCORDS</b> and how film music composers have used <b>DISCORDS</b> in their <b>SOUNDTRACKS</b> to create a mood of tension and suspense</li> <li>To plan and compose a <b>SOUNDTRACK</b> to a Horror Movie using a <b>STORYBOARD</b> using a <b>DISCORD</b> and choosing suitable sounds to create an effect</li> </ul> | <p><b>LEARNING OUTCOMES</b><br/>(The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 3/4 (working towards) All Pupils :</b><br/>Perform one of the parts of a “musical discord”<br/>Create a basic “horror movie” soundtrack using appropriate sounds and sound effects ordering and sequencing sounds with some sense of effect and timing</p> <p><b>Level 4/5 (working at) Most Pupils</b><br/>Describe the “musical difference” between the sound of a concord and discord<br/>Create a more effective “horror movie” soundtrack using a pre-rehearsed given “discord” at some point, combining this with other sounds and sound sources and recording ideas appropriately</p> <p><b>Level 6/7+ (working beyond/GAT) Some Pupils :</b><br/>Perform both left and right hand parts of a “musical discord” individually commenting on the effect of the sound of the chord<br/>Identify and describe musical devices and elements used by film music composers when creating soundtracks for “horror” films<br/>Use these devices and elements in their own soundtracks for “horror” films creating an intended effect with careful timing skills</p> |
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**LESSON STRUCTURE**

|                             |   | NC KS3 POS  |
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| <b>Starter Activity</b>     | <p><b>Creepy Chords! – <a href="#">Presentation 5</a> &amp; <a href="#">Starter/Plenary 4</a> &amp; <a href="#">Audio 16</a> &amp; <a href="#">MIDI 11</a></b><br/>Distribute <a href="#">Starter/Plenary 4 (Presentation 5 Slide 1)</a> on keyboards/desks as pupils enter the classroom. Pupils work in pairs in a practical starter activity in stages/steps to learn to perform two chords.</p> <ol style="list-style-type: none"> <li>Performing the chord of C major (then swapping treble/bass parts)</li> <li>Performing the “Psycho chord” (then swapping treble/bass parts)</li> <li>Performing the “Psycho chord” to an offbeat rhythm pattern</li> <li>Increasing the <b>TEMPO</b> and performing the rhythm pattern as fast as they can and changing their keyboard voice/tone/timbre to something “creepy” or “spooky”</li> </ol> <p style="text-align: right;">(5 minutes)</p>   | <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> |
| <b>Core Main Activities</b> | <p><b>1. Creepy Chords! Class Performing - <a href="#">Presentation 5</a> &amp; <a href="#">Starter/Plenary 4</a> &amp; <a href="#">Audio 16</a> &amp; <a href="#">MIDI 11</a></b></p> <ul style="list-style-type: none"> <li>Perform the chord of C major “as a class” to the count of 4 (<a href="#">Presentation 5 Slide 2</a>)</li> <li>Repeat the chord of C major “as a class” to the count of 4 x 4 times</li> <li>Swap parts and repeat</li> <li>Discuss the <b>MOOD/EFFECT</b> this chord creates – <i>happy etc.</i></li> <li>Introduce the word <b>CONCORD</b> – “nice” or “happy-sounding” chord</li> <li>Perform the “Psycho chord” “as a class” to the count of 4 (<a href="#">Presentation 5 Slide 3</a>)</li> <li>Repeat the “Psycho chord” “as a class” to the count of 4 x 4 times</li> <li>Swap parts and repeat</li> <li>Discuss the <b>MOOD/EFFECT</b> this chord creates in contrast to the chord of C major – <i>creepy, eerie, mysterious etc.</i></li> <li>Introduce the word <b>DISCORD</b> as a chord which sounds “tense” or “creepy” often with a “clashing” sound</li> <li>Clap the offbeat rhythm pattern from the starter activity (resting on beats 2, 4, 5 &amp; 8) (<a href="#">Presentation 5 Slide 4</a>)</li> <li>Perform the “Psycho chord” on beats 1, 3, 6 &amp; 7 at a slow tempo “as a class”</li> <li>Repeat 4 times</li> <li>Swap parts and repeat</li> <li>Increase the tempo</li> </ul> <p style="text-align: right;">(10 minutes)</p> <p style="text-align: right;"><b>Continued.....</b></p> | <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> |

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| <p>Core Main Activities Continued...</p> | <p><b>2. Listening to film music from a “horror” film – the “Psycho” soundtrack - <a href="#">Presentation 5</a> &amp; <a href="#">Video 11</a> &amp; <a href="#">Audio 17</a></b><br/>                 Assemble the class around the board at the front of the classroom.<br/>                 Briefly describe the storyline to the film “Psycho” from 1960 and discuss reasons for not showing the film in class re certification policies! (<a href="#">Presentation 5 Slide 6</a>)<br/>                 Watch the opening titles from <a href="#">Video 11</a> (<a href="#">Presentation 5 Slide 7</a>) and listen to the accompanying soundtrack to “Psycho” listening out for the <b>DISCORDS</b> pupils learned during the starter activity, the contrast in <b>MOOD</b> during the “sigh theme” and how the piece rises in <b>PITCH</b> towards the end increasing tension. Also point out how the soundtrack “matches” the ‘jarred’ and ‘distorted’ text of the titles as they appear.<br/>                 Discuss with the class: (<a href="#">Presentation 5 Slide 8</a>)</p> <ul style="list-style-type: none"> <li>• What instruments were mainly used during the opening titles of the soundtrack to “Psycho”? (Strings/Violins)</li> <li>• What effect did the use of the <b>DISCORDS</b> have on the soundtrack when listening? (Increased tension, set the “mood” for a horror film, something is about to happen!)</li> </ul> <p>Next, listen to the “slasher” theme from “Psycho” on <a href="#">Audio 17</a> (<a href="#">Presentation 5 Slide 9</a>) discussing how it’s used as the heroine is stabbed and murdered in the shower.<br/>                 Ask pupils to listen out for:</p> <ul style="list-style-type: none"> <li>• What instruments are being used for this <b>THEME</b>? (Strings/Violins again)</li> <li>• How are they being played? (“violently” – almost like laughing!)</li> <li>• What happens to the <b>PITCH</b>? (starts off extremely <b>HIGH</b> and gradually gets <b>LOWER</b> and <b>LOWER</b> as she dies and the body falls over the bath)</li> </ul> <p>Show the score of the “slasher” theme and explain how <b>DISCORDS</b> are used again to create a mood of tension and “horror” before playing the “slasher” theme again.<br/>                 Briefly revise what composers of soundtracks to Horror Movies need to think about in their music: (<a href="#">Presentation 5 Slide 10</a>)</p> <ul style="list-style-type: none"> <li>• Choice of instruments and sounds (strings often used)</li> <li>• <b>PITCH</b> (contrasts of extreme <b>HIGH</b> and <b>LOW PITCH</b>)</li> <li>• <b>DISCORDS</b> (chords with notes that “clash” when played creating tension and anticipation e.g. the “Psycho” chord)</li> </ul> <p style="text-align: right;">(10 minutes)</p> <p><b>3. Composing a Soundtrack to a “Horror Movie” using a STORYBOARD - <a href="#">Presentation 5</a> &amp; <a href="#">Worksheet 7</a> &amp; <a href="#">Video 12</a> &amp; <a href="#">Worksheet 8</a> &amp; <a href="#">Video 13</a> &amp; <a href="#">Worksheet 9</a> &amp; <a href="#">Video 14</a> &amp; <a href="#">Presentation 5a</a> &amp; <a href="#">Starter Plenary 4</a></b><br/>                 Prior to the lesson, decide whether you are going to use a 6, 7 or 9 scene Storyboard for the following task. Different storyboards can be given to pupils of different ability levels. <a href="#">Presentation 5a</a> gives a customisable version of the ‘Horror Movie’.<br/>                 6 scene storyboard given on <a href="#">Worksheet 7</a> &amp; <a href="#">Video 12</a> (<a href="#">Presentation 5 Slide 11</a>)<br/>                 7 scene storyboard given on <a href="#">Worksheet 8</a> &amp; <a href="#">Video 13</a> (<a href="#">Presentation 5 Slide 12</a>)<br/>                 9 scene storyboard given on <a href="#">Worksheet 9</a> &amp; <a href="#">Video 14</a> (<a href="#">Presentation 5 Slide 13</a>)<br/>                 Watch the selected “horror movie” animation from either <a href="#">Video 12</a> (<a href="#">Presentation 5 Slide 11</a>), <a href="#">Video 13</a> (<a href="#">Presentation 5 Slide 12</a>) or <a href="#">Worksheet 8</a> &amp; <a href="#">Video 14</a> (<a href="#">Presentation 5 Slide 13</a>), which pupils will be composing a <b>SOUNDTRACK</b> to, pointing out how the <b>TIMING CLICKS</b> appear at the beginning and then discussing the different <b>SCENES</b> and how each lasts for 10 seconds.<br/>                 Discuss the differences between a <b>CUESHEET</b> (which pupils used during lesson 2 for helping them create their <b>SOUNDTRACKS</b> to the James Bond ‘Spectre’ trailer) and then distribute the appropriate <b>STORYBOARD</b> <a href="#">Worksheet 7</a> or <a href="#">Worksheet 8</a> or <a href="#">Worksheet 9</a> and discuss how it differs. Watch the appropriate “horror movie” again following through the <b>SCENES</b> on the storyboard. Set the challenge: (<a href="#">Presentation 5 Slide 14</a>) <b>Create a musical SOUNDTRACK to the class “Horror Movie” using the STORYBOARD to help in planning. Think carefully about what INSTRUMENTS and SOUNDS you are going to use in each different SCENE. Each SCENE lasts 10 SECONDS.</b><br/> <b>Your group MUST use the “PSYCHO” DISCORD <a href="#">Starter Plenary 4</a> at some point in your SOUNDTRACK!!!!!! Write down your ideas below each “story”</b><br/>                 Display <a href="#">Worksheet 10</a> (<a href="#">Presentation 5 Slide 15</a>) which shows a completed Storyboard, together with keyboard “voice numbers” and instruments.</p> <p style="text-align: right;"><i>Continued....</i></p> | <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> |
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|  | <p>Allow each group time to plan their sound source and instrument selection then try putting their <b>SOUNDTRACK</b> together before rehearsing “along with the video” using either <a href="#">Video 12 (Presentation 5 Slide 11)</a>, <a href="#">Video 13 (Presentation 5 Slide 12)</a> or <a href="#">Video 14 (Presentation 5 Slide 13)</a> including the <b>TIMING CLICKS</b> at the start.<br/>Record each group’s performance.</p> <p style="text-align: right;">(30 mins)</p>  |  |
| <b>Plenary</b>   | <p><b>Watching/Listening to a range of “Horror Movie” Soundtracks at different Levels</b></p> <p>Finish the lesson by selecting a number of appropriate examples from the Musical Contexts “IN ACTION” series modelling how a range of different “levels” approached and completed the task pupils have undertaken (this may also be used BEFORE pupils have started the task). The <a href="#">Pupil Audio 2 Supporting Notes</a> gives further information about each of the files and the files are listed below. Either watch or listen to selected examples discussing effectiveness of each soundtrack and how each group used the “Psycho” Discord, other sounds, timing to the “on-screen action” and how the soundtrack created an appropriate “mood” to the “Horror Movie” genre.</p> <p><a href="#">Y9U2PA21 – “Horror Movie” Soundtrack Level 4c example</a>      <a href="#">Y9U2PVID11 – “Horror Movie” Soundtrack Level 4c example</a><br/> <a href="#">Y9U2PA22 – “Horror Movie” Soundtrack Level 4b example</a>      <a href="#">Y9U2PVID12 – “Horror Movie” Soundtrack Level 4b example</a><br/> <a href="#">Y9U2PA23 – “Horror Movie” Soundtrack Level 4a example</a>      <a href="#">Y9U2PVID13 – “Horror Movie” Soundtrack Level 4a example</a><br/> <a href="#">Y9U2PA24 – “Horror Movie” Soundtrack Level 5c example</a>      <a href="#">Y9U2PVID14 – “Horror Movie” Soundtrack Level 5c example</a><br/> <a href="#">Y9U2PA25 – “Horror Movie” Soundtrack Level 5b example</a>      <a href="#">Y9U2PVID15 – “Horror Movie” Soundtrack Level 5b example</a><br/> <a href="#">Y9U2PA26 – “Horror Movie” Soundtrack Level 5a example</a>      <a href="#">Y9U2PVID16 – “Horror Movie” Soundtrack Level 5a example</a><br/> <a href="#">Y9U2PA27 – “Horror Movie” Soundtrack Level 6+ example</a>      <a href="#">Y9U2PVID17 – “Horror Movie” Soundtrack Level 6+ example</a></p> <p style="text-align: right;">(5 mins)</p> | <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>  |
| <p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b></p> <p><b>Literacy</b> – Role of the media in society<br/> <b>Media Studies</b> – Film &amp; Cinema; the role of music to support and enhance the moving image<br/> <b>Numeracy</b> – Timing skills are important when composing film music and each scene on the storyboard must last 10 seconds</p>  |  | <p><b>EAL/SEN/GAT</b></p> <p><b>(GAT)</b> Higher ability pupils can perform on their own instruments when creating and composing their soundtracks to their “Horror Movies”<br/> <b>(SEN)</b> Lower ability pupils can be encouraged to explore the range of sounds offered by classroom percussion instruments in creating their “Horror Movie” soundtracks</p>   |
| <p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand<br/>                 Soundtrack, Genre, Tempo, Mood, Effect, Chord, Concord, Discord, Rhythm, Rhythm Pattern, Offbeat, Theme, High Pitch, Low Pitch, Storyboard, Timing Clicks, Scenes, Soundtrack, Sound Effect</p>  |  | <p><b>HOMEWORK SUGGESTIONS</b></p> <p>Pupils should be asked to watch the <a href="#">“Film Music Revision Video”</a> to revise all skills, knowledge and understanding on “Soundtracks” and “Film Music” for a 30 minute Listening Assessment during lesson 6. Pupils can watch this video at home from the Musical Contexts YouTube® Channel at the following link:<br/> <a href="http://youtu.be/oS8P3yWY3tM">http://youtu.be/oS8P3yWY3tM</a></p> |
| <p><b>LESSON RESOURCES</b> – keyboards, full range of tuned and untuned classroom percussion instruments; software and projection equipment capable of playing .mp4 videos or access to the Musical Contexts YouTube® Channel; recording device</p> <p><a href="#">Y9U2PPT5 – Lesson 5 Presentation</a>      <a href="#">Y9U2SP4 – Creepy Chords!</a><br/> <a href="#">Y9U2A16 – The “Psycho” Discord</a>      <a href="#">Y9U2MID11 – The “Psycho” Discord</a><br/> <a href="#">Y9U2VID11 – “Psycho” – Opening Title Sequence</a>      <a href="#">Y9U2A17 – The “Slasher” Theme from ‘Psycho’ Soundtrack</a><br/> <a href="#">Y9U2W7 – “Horror Movie” 6-scene Storyboard</a>      <a href="#">Y9U2VID12 - “Horror Movie” 6-scene Storyboard</a><br/> <a href="#">Y9U2W8 – “Horror Movie” 8-scene Storyboard</a>      <a href="#">Y9U2VID13 - “Horror Movie” 8-scene Storyboard</a><br/> <a href="#">Y9U2W9 – “Horror Movie” 9-scene Storyboard</a>      <a href="#">Y9U2VID14 - “Horror Movie” 9-scene Storyboard</a><br/> <a href="#">Y9U2PP5a – “Horror Movie” customisable/editable Storyboard</a>      <a href="#">Y9U2W10 “Horror Movie” 6-scene “completed” exemplar</a><br/> <a href="#">Y9U2PA2 – Pupil Audio 2 Supporting Notes</a><br/> <a href="#">Y9U2PA21 – “Horror Movie” Soundtrack Level 4c example</a>      <a href="#">Y9U2PVID11 – “Horror Movie” Soundtrack Level 4c example</a><br/> <a href="#">Y9U2PA22 – “Horror Movie” Soundtrack Level 4b example</a>      <a href="#">Y9U2PVID12 – “Horror Movie” Soundtrack Level 4b example</a><br/> <a href="#">Y9U2PA23 – “Horror Movie” Soundtrack Level 4a example</a>      <a href="#">Y9U2PVID13 – “Horror Movie” Soundtrack Level 4a example</a><br/> <a href="#">Y9U2PA24 – “Horror Movie” Soundtrack Level 5c example</a>      <a href="#">Y9U2PVID14 – “Horror Movie” Soundtrack Level 5c example</a><br/> <a href="#">Y9U2PA25 – “Horror Movie” Soundtrack Level 5b example</a>      <a href="#">Y9U2PVID15 – “Horror Movie” Soundtrack Level 5b example</a><br/> <a href="#">Y9U2PA26 – “Horror Movie” Soundtrack Level 5a example</a>      <a href="#">Y9U2PVID16 – “Horror Movie” Soundtrack Level 5a example</a><br/> <a href="#">Y9U2PA27 – “Horror Movie” Soundtrack Level 6+ example</a>      <a href="#">Y9U2PVID17 – “Horror Movie” Soundtrack Level 6+ example</a></p> |  |  |