

<p><b>LEARNING OBJECTIVES</b> (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 cuesheets and how film soundtrack composers use these to assist in planning musical events with an emphasis on timings</li> <li>To plan and compose a short soundtrack for a film using a leitmotif and themes to represent a character and suitable sound effects to create an appropriate mood and atmosphere</li> </ul>	<p><b>LEARNING OUTCOMES</b> (The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 3/4 (working towards) All Pupils :</b> Visualise, record and create a piece of music using appropriate sound effects as a backing for a video clip using a pre-prepared cuesheet</p> <p><b>Level 4/5 (working at) Most Pupils</b> Visualise, record and create a piece of music using appropriate sound effects with a leitmotif and themes as a backing for a video clip using pre-prepared cuesheet and some sense of mood and effects created by the visual media</p> <p><b>Level 6/7+ (working beyond/GAT) Some Pupils :</b> Effectively represent visual content using pre-prepared cuesheet and compose appropriate music which matches the mood of the video clip utilising a good selection of sound effects, timing skills and creative planning</p>
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**LESSON STRUCTURE**

NC KS3 POS

<b>Starter Activity</b>	<p><b>Introducing the James Bond 007 Spectre Video – <a href="#">Video 8</a> &amp; <a href="#">Worksheet 4</a> &amp; <a href="#">Presentation 3</a></b> Gather pupils around the board and ask them to watch the James Bond 007 Spectre Video - <a href="#">Video 8 (Presentation 3 Slide 1)</a>– discuss why they think there’s a “timer” on the bottom of the screen. Watch again discussing the various “scenes” – <i>introduction, action sequence, the “Spectre Ring” and ending.</i> Distribute the “James Bond Spectre Soundtrack Cue Sheet” - <a href="#">Worksheet 4 (Presentation 3 Slide 2)</a> and discuss its layout and how film composers use cuesheets to help them. Watch the James Bond 007 Spectre trailer again following the cuesheet through (<a href="#">Presentation 3 Slide 3</a>). (5 mins)</p>	
<b>Core Main Activities</b>	<p><b>1. Watching/Listening to some James Bond 007 Spectre Soundtracks – <a href="#">Pupil Audio 1 Supporting Notes</a></b> Before starting the task, select 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 are about to undertake. The <a href="#">Pupil Audio 1 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 James Bond <b>LEITMOTIF, THEMES</b>, other sounds, timing to the “on-screen action” and how the soundtrack created an appropriate “mood” to the Action/Thriller genre. <a href="#">Y9U2PA1 - James Bond Spectre Soundtrack Level 3c example</a>    <a href="#">Y9U2PA2 - James Bond Spectre Soundtrack Level 3b example</a> <a href="#">Y9U2PA3 - James Bond Spectre Soundtrack Level 3a example</a>    <a href="#">Y9U2PA4 - James Bond Spectre Soundtrack Level 4c example</a> <a href="#">Y9U2PA5 - James Bond Spectre Soundtrack Level 4b example</a>    <a href="#">Y9U2PA6 - James Bond Spectre Soundtrack Level 4a example</a> <a href="#">Y9U2PA7 - James Bond Spectre Soundtrack Level 5c example</a>    <a href="#">Y9U2PA8 - James Bond Spectre Soundtrack Level 5b example</a> <a href="#">Y9U2PA9 - James Bond Spectre Soundtrack Level 5a example</a>    <a href="#">Y9U2PA10 - James Bond Spectre Soundtrack Level 6+ example</a> <a href="#">Y9U2PVID1 - James Bond Spectre Soundtrack Level 3c example</a>    <a href="#">Y9U2PVID2 - James Bond Spectre Soundtrack Level 3b example</a> <a href="#">Y9U2PVID3 - James Bond Spectre Soundtrack Level 3a example</a>    <a href="#">Y9U2PVID4 - James Bond Spectre Soundtrack Level 4c example</a> <a href="#">Y9U2PVID5 - James Bond Spectre Soundtrack Level 4b example</a>    <a href="#">Y9U2PVID6 - James Bond Spectre Soundtrack Level 4a example</a> <a href="#">Y9U2PVID7 - James Bond Spectre Soundtrack Level 5c example</a>    <a href="#">Y9U2PVID8 - James Bond Spectre Soundtrack Level 5b example</a> <a href="#">Y9U2PVID9 - James Bond Spectre Soundtrack Level 5a example</a>    <a href="#">Y9U2PVID10 - James Bond Spectre Soundtrack Level 6+ example</a> (5 mins)</p> <p><b>2. Composing a Soundtrack to “Spectre” – <a href="#">Video 8</a> &amp; <a href="#">Worksheet 4</a> &amp; <a href="#">Score 2</a> &amp; <a href="#">Presentation 3</a></b> Set the challenge: <b>to compose a soundtrack to accompany the trailer to “Spectre” – (<a href="#">Presentation 3 Slide 5</a>)</b> . Pupils should be encouraged to include the James Bond <b>LEITMOTIF</b> at some point within their soundtracks (when and where is up to pupils), plus any of the <b>THEMES</b> they learned during lesson 2. They can combine these with other sounds and sound effects to create their soundtrack. Point out that a straight forward “playing through” of the James Bond Leitmotif and Themes is NOT the point of this activity (that was lesson 2!) and encourage an interesting soundtrack which uses a range of sounds and matches the mood of the film with careful timings (<a href="#">Presentation 3 Slide 6</a>). Finally, point out the need to have the 5 x “timing clicks” on the claves at the opening so that the soundtrack can “fit exactly” with the film. Circulate and have the “Spectre” trailer playing on loop (<a href="#">Presentation 3 Slide 7</a>) while pupils work, noting down their ideas on the cuesheet - <a href="#">Worksheet 4</a>. (35 mins) <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>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>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Main Activities</b></p>	<p><b>2. Performing a Soundtrack to “Spectre” - <a href="#">Video 8</a> &amp; <a href="#">Worksheet 4</a> &amp; <a href="#">Score 2</a> &amp; <a href="#">Presentation 3</a></b>                  Each group performs their own soundtrack to “Spectre” along with the video (<a href="#">Presentation 3 Slide 7</a>) which is recorded for assessment and evaluation purposes during the following lesson(s)                  (10 mins)</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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>EITHER : Soundtracks Title Page - <a href="#">Presentation 3</a> &amp; <a href="#">Audio 12</a></b>                  Pupils create a title page for their learning on <b>SOUNDTRACKS</b> including all key words learned about (<a href="#">Presentation 3 Slide 8</a>): <b>SOUNDTRACK, LEITMOTIF, THEME, DYNAMICS, CRESCENDO, PITCH, BASS CLEF, REPEAT MARKS, CHORD, CUESHEET</b>. Play <a href="#">Audio 12</a> – a collection of famous “Action/Thriller” soundtracks while pupils work  <b>OR : Singing a film Soundtrack song – “Goldfinger” – <a href="#">Song Sheet 1</a> &amp; <a href="#">Audio 10</a> &amp; <a href="#">MIDI 6</a> &amp; <a href="#">Audio 11</a> &amp; <a href="#">Video 7</a> &amp; <a href="#">Presentation 3</a></b>                  Revise the song “Goldfinger” from lesson 2 using <a href="#">Song Sheet 1</a> (or look at the lyrics on (<a href="#">Presentation 3 Slide 9</a>) and listen to a recording of Dame Shirley Bassey performing “Goldfinger” following the score and/or lyrics – <a href="#">Audio 10</a> noting how the “mood” of the song is suitable to a James Bond film in the Action/Thriller genre (the first two chords immediately set the scene and also explaining the reference to “the Midas touch!”). The song melody is given on <a href="#">MIDI 6</a> if teachers wish to use this format to teach the melody line. Next, try singing along with the soundtrack using <a href="#">Audio 10</a> or try class singing with a “karaoke” version using either <a href="#">Audio 11</a> or <a href="#">Video 7</a> (<a href="#">Presentation 3 Slides 10 &amp; 11</a>) Encourage suitable unison singing style as appropriate for the opening of a James Bond film in the Action/Thriller genre including attention to pitch, phrasing and diction.                  (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>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>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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – Role of the media in society  <b>Media Studies</b> – Film &amp; Cinema; the role of music to support and enhance the moving image  <b>Numeracy</b> – Timing skills are important when composing film music and are used on the cuesheet and video sequence</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> – More able pupils can use their own instruments when creating their “Spectre” soundtrack  <b>(SEN)</b> – Less able pupils may need more help with the timing of the different sections of their compositions to ensure that their musical narrative synthesises with the visual narrative.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Bass Clef, Chord, Crescendo, Cuesheet, Diminuendo, Dynamics, Genre, Getting Louder, Getting Softer, Instrumentation, Leitmotif, Loud, Low Pitch, Melody, Mood, Pitch, Repeat Marks, Scene, Soft, Sound Effect, Sound Source, Soundtrack, Structure, Tempo, Timbre/Tone/Voice, Timing Click, Theme</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Cover/Homework 3 - “Music and Films”</a> which gives further information about the importance of timings and cuesheets for film soundtrack composers.</p>
<p><b>LESSON RESOURCES</b> – keyboards, chime bars or other suitable chromatic pitched percussion instruments; 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  <a href="#">Y9U2PPT3 – Lesson 3 Presentation</a>  <a href="#">Y9U2VID8 – James Bond “Spectre” Trailer</a>  <a href="#">Y9U2S2 – James Bond Performing Sheet (Leitmotif &amp; Themes)</a>  <a href="#">Y9U2A10 – “Goldfinger” performed by Dame Shirley Bassey</a>  <a href="#">Y9U2A11 – “Goldfinger” Song Karaoke Version</a>  <a href="#">Y9U2A12 – Action/Thriller Soundtracks Collection</a>  <a href="#">Y9U2PA1 – Musical Contexts “IN ACTION” – James Bond ‘Spectre’ group composition task track listing, comments and AFL supporting notes</a>  <a href="#">Y9U2PA1 - James Bond Spectre Soundtrack Level 3c example</a>  <a href="#">Y9U2PA3 - James Bond Spectre Soundtrack Level 3a example</a></p> <p><a href="#">Y9U2W4 – James Bond “Spectre” Trailer Cuesheet</a>  <a href="#">Y9U2SS1 – James Bond Songsheet</a>  <a href="#">Y9U2MIDI6 – Goldfinger – Song Melody</a>  <a href="#">Y9U2VID7 – “Goldfinger” Song Karaoke Verion</a>  <a href="#">Y9U2CH3 – “Music and Films”</a>  <a href="#">Y9U2PA2 - James Bond Spectre Soundtrack Level 3b example</a>  <a href="#">Y9U2PA4 - James Bond Spectre Soundtrack Level 4c example</a></p>		

[Y9U2PA5 - James Bond Spectre Soundtrack Level 4b example](#)  
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[example](#)

[Y9U2PA6 - James Bond Spectre Soundtrack Level 4a example](#)  
[Y9U2PA8 - James Bond Spectre Soundtrack Level 5b example](#)  
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