

<p>LEARNING OBJECTIVES <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> Learn about the concept of mood and how music and soundtracks encapsulate the main mood of a film Learn how leitmotifs are used to represent certain characters and situations in film music 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3/4 (working towards) All Pupils : Identify some film music to different types of films Perform the <i>Jaws</i> Leitmotif correctly and with some sense of mood and how this relates to the moving image. Understand that a Leitmotif is a memorable, short musical "snippet" used to represent characters or situations in films.</p> <p>Level 4/5 (working at) Most Pupils Correctly "match" different pieces of film music to different film genres Perform the <i>Jaws</i> and <i>James Bond</i> Leitmotifs at a suitable pitch, tempo and using effective dynamics and timbres</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Explain why different pieces of film music particularly "match" certain films commenting on the use of the elements of music and instrumentation Perform the <i>Jaws</i> and <i>James Bond</i> Leitmotifs selecting an appropriate voice/tone/timbre from keyboards, suitable to the mood of the film and understand the musical symbols and meanings of the Bass Clef and Repeat Marks.</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing Soundtracks and Film Music – Presentation 1 & Starter/Plenary 1 & Audio 1 & Video 1 Without telling pupils what they will be learning about in the unit, play Audio 1 (or from Presentation 1 Slide 1), the "20th Century Fox" fanfare and invite responses from the class. Establish the title of the new unit "SOUNDTRACKS" (<i>Exploring 'Film Music'</i>) (Presentation 1 Slide 2) and briefly go through what pupils will be learning about: Presentation 1 Slide 3:</p> <ul style="list-style-type: none"> Exploring how music has been used in different types of films – Action/Thrillers, 'Westerns' (Cowboys & Indian Films) and 'Horror Movies' How film music and soundtrack composers use musical devices to create different effects Performing some famous film themes Singing some songs from different film soundtracks Creating our own musical soundtracks Listening to lots of different types of film music Creating our own SOUNDTRACK to the new James Bond "Spectre" trailer!!! <p>Play Video 1 (Presentation 1 Slide 4) a couple of times so pupils can "see" the "20th Century Fox" fanfare as it would appear 'before a film'. The next task can be done by distributing Starter/Plenary 1, writing the questions on the board or if pupils have individual "whiteboards", they could be asked to answer the questions (Presentation 1 Slide 5) as they listen, recording their responses on these. Play Audio 1 or watch Video 1 again a couple of times (Presentation 1 Slide 5 contains an embedded audio) and encourage pupils to note down their answers. Discuss responses as a class (Presentation 1 Slide 6) identifying the instruments (<i>Drum(s) (snare), Trumpets (Brass) and Strings (Violins)</i>), describing the DYNAMICS (<i>Loud or "Very Loud"/Fortissimo ff</i>) and the length of the piece being short (<i>around 22 seconds</i>) to "grab the attention" of the listener before a film begins – anything longer and the audience may 'lose attention!' Some pupils may have identified how the SEQUENCES at the end RISE IN PITCH creating an air of excitement and anticipation before the final CHORD.</p> <p style="text-align: right;">(10 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>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>
Core Main Activities	<p>1. Video Moods - Presentation 1 & Worksheet 1 & Video 2 Link the starter to the development of the lesson by re-emphasising how the "20th Century Fox" Fanfare created a mood of excitement and anticipation for what follows....the film the audience have come to see! Distribute Worksheet 1 and explain that pupils are going to watch four video clips of a man walking along a path. Each video clip will have a different soundtrack to accompany it. As pupils watch the four different clips from Video 2 (Presentation 1 Slide 8), ask them to jot down their ideas in the four different "take" boxes, given on Worksheet 1, using some of the words at the bottom of the sheet to help their responses. Discuss responses as a class eliciting any good MUSICAL words which pupils may have used using the following points for class discussion. <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>Core Main Activities Continued</p>	<p><i>Take 1 – silence – no soundtrack – what mood does the visual media create without a soundtrack?</i></p> <p><i>Take 2 – suspense/horror – what will happen next? Use of high pitched, long, held notes on strings, use of dissonant motif on a “harp” timbre, use of repetition, use of “glockenspiel” timbre to create a “music box”, unsettled effect.</i></p> <p><i>Take 3 – medieval-style singing, a cappella. What effect does the major tonality have on the soundtrack? Are there any “religious” feelings created by the soundtrack?</i></p> <p><i>Take 4 – romance/thriller – swooping, strings melody accompanied by orchestra, use of frequent leaps in string melody, clear brass and woodwind backing – full sound and thick texture – what could happen next?</i> (10 mins)</p> <p>OPTIONAL ACTIVITY - Creating & Performing a musical Soundtrack - Presentation 1 & Video 3</p> <p>Teachers may like to use this optional activity here to allow pupils to attempt to create and perform their own “soundtrack” to accompany the “Man Walking” video clip (Presentation 1 Slide 9). For many, this will be the first time pupils have attempted to compose a musical soundtrack “to a video”. Allow pupils to watch the video clip of “Man Walking”, given on Video 3 “on loop” (embedded on Presentation 1 Slide 10) as they work and circulate focusing and reinforcing the concept of establishing a mood and how the different stages of “the walk” (including walking into the distance at the end) can be enhanced by music and sounds. Allow each group the chance to perform their soundtrack “along with the video” and discuss any problems or what pupils found “different” or “difficult” about this task – <i>timing, contrast etc.</i></p> <p><i>(no timings have been given for this activity since the lesson will need to be adapted or “spread over” more than one lesson if this activity is undertaken)</i></p> <p>2. Introducing the “Leitmotif” – “Jaws” - Presentation 1 & Worksheet 2 & Audio 2 & Video 4</p> <p>Next, watch Video 4 (Presentation 1 Slide 11) showing one of the famous “shark sequences” from the thriller film “Jaws”. Watch the clip first WITHOUT the soundtrack (mute the volume) and watch the clip again WITH the soundtrack. Next, either watch the video sequence again Video 4 (Presentation 1 Slide 11), or listen to the audio - Audio 2 - answering the questions on Worksheet 2 (Presentation 1 Slide 12) or by discussing the following with the class:</p> <ul style="list-style-type: none"> • <i>What difference did the music make on the mood of the scene?</i> • <i>How many notes were used in the melody of the music? (only two repeated)</i> • <i>How would you describe the pitch? How does this affect the mood?</i> • <i>What instruments were playing the music?</i> • <i>What happened to the DYNAMICS of the music as the shark approached and then swam off?</i> <p>Explore the score of the “Jaws” Leitmotif at the bottom of Worksheet 2 in terms of pitch (introduce/revise the BASS CLEF) and the REPEAT MARKS on the score (Presentation 1 Slide 13). Allow pupils a few moments to select an appropriate voice/tone/timbre from their keyboards to perform the leitmotif before adding DYNAMICS – CRESCENDO and DIMINUENDO as the shark approaches and then swims off. Invite volunteers to perform this “along with the video” Video 4 (Presentation 1 Slide 14), and discuss effectiveness of voice/tone/timbre selection, dynamics, tempo and how well the performance “fitted with” the video (15 mins)</p> <p>3. Introducing James Bond’s Leitmotif – Presentation 1 & Video 5 & Score 1 & Audio 3 & MIDI 1</p> <p>Now that pupils have been introduced to the word LEITMOTIF explain that leitmotifs can also be used to represent certain characters in films. Video 5 (Presentation 1 Slide 15) explores how music is used in the pre-title sequence of the James Bond film “Goldfinger”. Explain to pupils that they will be asked to discuss three questions after watching the video sequence a couple of times (these are also shown on the opening credits to Video 5 (Presentation 1 Slide 15)).</p> <p style="text-align: right;"><i>Continued.....</i></p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, 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>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>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>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>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>	<ul style="list-style-type: none"> • <i>How is music used during the opening of the film?</i> • <i>How does music match the action on screen?</i> • <i>When do you first hear the “James Bond Leitmotif”?</i> <p>Watch Video 5 (Presentation 1 Slide 15)) a couple of times, which also contains on-screen questions directly relating to the music heard. This is perhaps best done by watching the sequence once through and then pausing again after each question on the second playing, followed by a brief discussion of the questions given above. Next, introduce the “James Bond Leitmotif” using either Score 1 explaining how the motif is based on just 4 chords (relate to the simplicity of the “Jaws Leitmotif” above using only two notes). The leitmotif is modelled on Audio 3 and MIDI 1 (Presentation 1 Slide 16) which pupils should be able to perform fairly quickly. The main objective of this part of the lesson is for all pupils to be able to perform the “James Bond leitmotif” chords smoothly and correctly at an appropriate pitch and following the REPEAT MARKS on the score. If time allows, suitable pairs can be invited to perform to the rest of the class or the class could perform the Leitmotif through an agreed number of times.</p> <p style="text-align: right;">(15 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>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>Plenary</p>	<p>Listening to Soundtracks - What’s the Film? Presentation 1 & Starter/Plenary 2 & Audio 4</p> <p>The next task can be done by distributing Starter/Plenary 2, writing the four “film genres” –THRILLER, SCI-FI-SPACE, WESTERN and CARTOON on the board or if pupils have individual “whiteboards”, they could be asked to answer the questions using them.</p> <p>Play Audio 4 (Presentation 1 Slide 17) which contains ten short extracts taken from different soundtracks of films and visual media. As they listen to each extract, ask them to identify what GENRE they think best matches the extract choosing from the four given (more able pupils may be asked to given “musical” reasons <i>why</i> they selected a particular genre for each particular extract. Play the extracts before discussing responses as a class. <i>Answers – 1. Western; 2. Sci-Fi; 3. Thriller; 4. Cartoon; 5. Western; 6. Thriller; 7. Cartoon; 8. Sci-Fi; 9. Thriller; 10. Sci-Fi.</i></p> <p>Finally, discuss:</p> <ul style="list-style-type: none"> • <i>Was there any confusion over any responses?</i> • <i>Did anyone get Thriller/Sci-Fi confused?</i> • <i>Is there a right or wrong answer to this activity?</i> <p style="text-align: right;">(10 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>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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</p> <p>Literacy – Role of the media in society Media Studies – Film & Cinema; the role of music to support and enhance the moving image</p>		<p>EAL/SEN/GAT</p> <p>(GAT) – Higher ability pupils can be asked to give a “musical” reason why they selected a particular type of film genre when listening to excerpts in the plenary activity (GAT) Higher ability pupils can perform the <i>Jaws</i> or <i>James Bond Leitmotifs</i> on their own instruments (SEN) – Lower ability pupils can perform a drone on the note “E” to accompany the <i>James Bond Motif</i> or be given chime bars (E, G, B, C & C#) to perform the <i>James Bond Motif</i> on (diagrams given on Score 1)</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Clef, Crescendo, Diminuendo, Dynamics, Fanfare, Genre, Getting Louder, Getting Softer, Instrumentation, Leitmotif, Loud, Low Pitch, Mood, Pitch, Repeat Marks, Soft, Soundtrack, Tempo, Timbre/Tone/Voice</p>		<p>HOMEWORK SUGGESTIONS</p> <p>List 3 films which have music as an important part of the success of the film and say why it was important</p>
<p>LESSON RESOURCES – keyboards, chime bars or other suitable chromatic pitched percussion instruments; (selection of classroom percussion instruments if using the optional soundtrack composition activity); video projection equipment capable of playing .mp4 videos or access to the Musical Contexts YouTube® Channel</p> <p>Y9U2PPT1 – Soundtracks Lesson 1 Presentation Y9U2VID1 – 20th Century Fox Fanfare Y9U2W1 – Video Moods Y9U2VID3 – Man Walking Y9U2A2 – The ‘Jaws’ Leitmotif Y9U2VID5 – “Goldfinger” (pre-title sequence) Y9U2A3 – The “James Bond” Leitmotif Y9U2SP2 – “What’s the Film?”</p>		<p>Y9U2A1 – 20th Century Fox Fanfare Y9U2SP1 – Listening to the “20th Century Fox Fanfare” Y9U2VID2 – Video Moods Y9U2W2 – Listening & Performing the ‘Jaws’ Leitmotif Y9U2VID4 – The ‘Jaws’ Leitmotif Y9U2S1 – The “James Bond” Leitmotif Y9U2MIDI1 – The “James Bond” Leitmotif Y9U2A4 – “What’s the Film?” (10 linked extracts)</p>