

<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 music and soundtracks encapsulating the main mood of a film Learn to perform a Leitmotif and different musical Themes based on a film character 	<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 : Perform the <i>James Bond Leitmotif</i> smoothly with one hand on keyboard/tuned percussion as part of a performance and with an awareness of other themes</p> <p>Level 4/5 (working at) Most Pupils Perform the <i>James Bond Theme 1 and/or 2</i> using one or two hands and playing the correct black notes and remembering the repeat marks as part of a performance with an awareness of how other themes fit together and with the leitmotif</p> <p>Level 6/7+ (working beyond/GAT) Some Pupils : Perform the <i>James Bond Theme 3</i> with offbeat chords accurately and showing sensitivity and awareness to the role of others in a group performance.</p>
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LESSON STRUCTURE

NC KS3 POS

Starter Activity	<p>Film Music Wordsearch – Presentation 2 & Starter/Plenary 3 (& Audio 5) Allow pupils 10 minutes to answer the 10 questions relating to musical key words, elements, devices and musical symbols on “Film Music” from learning during lesson 1, finding the answers in the wordsearch grid on Starter/Plenary 3. Starter/Plenary 3 also contains a wordsearch with the answers to the questions already completes which may be more suitable to less able pupils (see SEN below). Play some suitable “background music” as pupils work to set the mood for the lesson - Audio 5 contains an “orchestral medley” of <i>James Bond</i> themes which may be used. Discuss answers (Presentation 2 Slide 2), revising key words and their meaning:</p> <ol style="list-style-type: none"> <i>Soundtrack</i> <i>Dynamics</i> <i>Bass Clef; Low Pitch</i> <i>Crescendo</i> <i>Leitmotif</i> <i>Diminuendo</i> <i>Repeat Marks; Beginning</i> <i>Themes; Chords</i> <i>Tempo</i> <i>Thriller; Sci-Fi; Westerns; Cartoons</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>
Core Main Activities	<p>1. How music creates an atmosphere – Die Another Day Video Opening Sequence - Presentation 2 & Video 6 During lesson 1, pupils watched the pre-title opening sequence from the James Bond film, “Goldfinger” exploring how music is used to set the scene for the film. Link the starter to the development of the lesson by watching “Die Another Day – Pre-title Sequence” from Video 6 (Presentation 2 Slide 4). Watch the sequence through with pupils first asking them to watch out for the on-screen questions relating to the music at various points. Next, watch the clip again pausing the video at the appropriate points, discussing responses as a class.</p> <p style="text-align: right;">(10 mins)</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>Core Main Activities continued..</p>	<p>2. Performing the James Bond Leitmotif and Themes - Presentation 2 & Audio 3 & MIDI 1 & Score 2 & MIDI 2 & Audio 6 & MIDI 3 & Audio 7 & MIDI 4 & Audio 8 & MIDI 5 & Worksheet 3 (or Worksheet 3)</p> <p>Refer back to lesson 1 where pupils learned the James Bond LEITMOTIF and revise this briefly referring to the use of the BASS CLEF indicating PITCH and the REPEAT MARKS. (Presentation 2 Slide 5) using Audio 3 or MIDI 1. Reinforce the meaning of the word LEITMOTIF and how leitmotifs are <i>short</i> – in this case, simply 4 CHORDS.</p> <p>Next, distribute Score 2 and model how the various James Bond THEMES (devices used by film composers to represent character but longer than leitmotifs) “FIT” with the James Bond Leitmotif and can be played together.</p> <ul style="list-style-type: none"> • <i>James Bond Theme 1 & Leitmotif</i> – (Presentation 2 Slide 5) or Audio 6 or MIDI 2 • <i>James Bond Theme 2 & Leitmotif</i> – (Presentation 2 Slide 6) or Audio 7 or MIDI 3 • <i>James Bond Theme 3 & Leitmotif</i> - (Presentation 2 Slide 7) or Audio 8 or MIDI 4 • <i>Some teachers may like to model the “ending” given on MIDI 5</i> <p>Now that pupils understand how “Bond” has a number of different THEMES associated with him, longer than his leitmotif, listen to Audio 9 asking pupils to identify which of the themes have been used where. Use Score 2 or (Presentation 2 Slide 8) to refer back to the James Bond Leitmotif and Themes.</p> <p>The following listening map may aid discussion:</p> <p><i>0’00”-0’35” – Introduction – how does the music set the scene?</i> <i>0’36”-0’41” – James Bond Leitmotif – performed twice</i> <i>0’42”-1’09” – James Bond Theme 1 performed with Leitmotif twice</i> <i>1’10”-1’15” – James Bond Leitmotif – performed twice</i> <i>1’16” -1’42” – James Bond Theme 2</i> <i>1’43”-1’53” – James Bond Theme 3</i> <i>1’54”-1’59” – James Bond Leitmotif – performed twice</i> <i>2’00”-2’14” – James Bond Theme 1</i> <i>2’15”-2’35” – snippets of James Bond Theme 2 (first four notes)</i></p> <p>Pupils now spend the lesson practicing some of the James Bond Themes and Leitmotif according to their ability. Worksheet 3 (Presentation 2 Slides 9 & 10) can be used if teachers wish to “Level” pupil’s performing skills. This gives a “step by step” approach starting at a Level 3a “up a rainbow of rewards” (I use the seven tiered coloured stickers from http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1 to “award” pupils as they progress “up the rainbow” followed by House Points when colours run out!) This worksheet has been given in MS-Word format for teachers to edit as suitable to their assessment circumstances. Allow pupils perform time to perform back to the rest of the class, who can “level” each other (peer assessment) based on the established assessment criteria.</p> <p style="text-align: right;">(30 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>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>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Singing a film Soundtrack song – “Goldfinger” – Song Sheet 1 & Audio 10 & MIDI 6 & Audio 11 & Video 7 Distribute Song Sheet 1 (or look at the lyrics on Presentation 2 Slide 11) and listen to a recording of Dame Shirley Bassey performing “Goldfinger” following the score and/or lyrics – Audio 10 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 MIDI 6 if teachers wish to use this format to teach the melody line. Next, try singing along with the soundtrack using Audio 10 or try class singing with a “karaoke” version using either Audio 11 or Video 7 (Presentation 2 Slides 12 & 13) 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. (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>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 listen, and to which they listen, and its history</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT 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 (SEN) Less able pupils can be given a “completed wordsearch” during the Starter Activity allowing them to only find the key words in the grid. (GAT) – Higher ability pupils can perform one of the James Bond themes 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.</p>	
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Clef, Chord, Crescendo, Diminuendo, Dynamics, Genre, Getting Louder, Getting Softer, Instrumentation, Leitmotif, Loud, Low Pitch, Melody, Mood, Pitch, Repeat Marks, Soft, Soundtrack, Tempo, Timbre/Tone/Voice, Theme</p>	<p>HOMEWORK SUGGESTIONS 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</p> <p>Y9U2PPT2 – Lesson 2 Presentation Y9U2A5 – Orchestral Medley of Bond Themes Y9U2A3 - The “James Bond” Leitmotif Y9U2S2 – James Bond Performing Sheet (Leitmotif & Themes) Y9U2A6 - James Bond Theme 1 (Solo and with Leitmotif) Y9U2A7 - James Bond Theme 2 (Solo and with Leitmotif) Y9U2A8 - James Bond Theme 3 (Solo and with Leitmotif) Y9U2W3 – James Bond Performing Levels http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1 Y9U2SS1 – James Bond Songsheet Y9U2MIDI6 – Goldfinger – Song Melody Y9U2VID7 – “Goldfinger” Song Karaoke Verion</p> <p>Y9U2SP3 – Film Music Key Words Wordsearch Y9U2VID6 – “Die Another Day” (pre-title sequence) Y9U2MIDI1 - The “James Bond” Leitmotif Y9U2MIDI2 – James Bond Theme 1 (Solo and with Leitmotif) Y9U2MIDI3 - James Bond Theme 2 (Solo and with Leitmotif) Y9U2MIDI4 - James Bond Theme 3 (Solo and with Leitmotif) Y9U2MIDI5 – James Bond Theme Ending Y9U2W3 – James Bond Performing Levels (customisable) Y9U2A10 – “Goldfinger” performed by Dame Shirley Bassey Y9U2A11 – “Goldfinger” Song Karaoke Version</p>		