

<p><b>LEARNING OBJECTIVES</b>  <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"> <li>• Revise all learning on <i>Film Music</i> including key words and musical devices when listening to a range of music for films</li> <li>• Perform a range of famous <i>Leitmotifs</i> from films of increasing difficulty</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3/4 (working towards) All Pupils :</b>                      Answer some questions correctly in a Film Music Listening Assessment including identifying instruments and basic musical devices used by film music composers                      Perform some simple famous <i>Leitmotifs</i> from films with a sense of style with assistance</p> <p><b>Level 4/5 (working at) Most Pupils</b>                      Answer most questions correctly in a Film Music Listening Assessment using correct musical vocabulary                      Perform most famous <i>Leitmotifs</i> from films choosing an appropriate voice/tone/timbre to create an intended effect</p> <p><b>Level 6/7+ (working beyond/GAT) Some Pupils :</b>                      Answer more open-ended questions describing what is “happening” in a range of film music examples when listening                      Perform more complex famous <i>Leitmotifs</i> from films individually, without assistance, as a duet or playing two parts unassisted with a sense of style and effect</p>
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**LESSON STRUCTURE**

		<p><b>NC KS3 POS</b></p>
<p><b>Starter Activity</b></p>	<p><b>“Horror Movie” Soundtracks – <a href="#">Music Documents 11</a></b>                      Prior to the lesson, “sync” pupil’s audio recordings of their “Horror Movie” soundtracks to the appropriate “Horror Movie” video sequence. Watch/listen to pupil’s recordings of their “Horror Movie” soundtracks from lesson 5 and briefly discuss effectiveness (giving levels and feedback). Pupils may be asked to complete <a href="#">Music Documents 11</a> as a “Composition Assessment” as they watch and listen to their recordings.                      (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><b>Core Main Activities</b></p>	<p><b>1. Film Music Listening Assessment – (<a href="#">Video 15</a>) &amp; <a href="#">Worksheet 11</a> &amp; <a href="#">Video 16</a> &amp; <a href="#">Audio 18</a> &amp; <a href="#">Video 17</a> &amp; <a href="#">Worksheet 12</a></b>                      Pupils were asked to watch the <a href="#">“Film Music Revision Video”</a> BEFORE they commenced this lesson which revised key skills, knowledge and understanding of key words and concepts learned about during the unit. Teachers may like to watch sections of the video now (or as an alternative Starter Activity) before starting the “Film Music Listening Assessment.                      Distribute <a href="#">Worksheet 11</a> and play either:</p> <ul style="list-style-type: none"> <li>• <a href="#">Video 16</a> (which contains all of the audio recordings, together with instructions and the video sequence needed to answer question 6)</li> <li>• or <a href="#">Audio 18</a> which contains the audio recordings, together with instructions and a pause in which to play <a href="#">Video 17</a> (the “Capsule in Space” video sequence needed to answer Question 6)</li> </ul> <p>Complete the “Film Music Listening Assessment” under exam conditions.                      A sample mark scheme and suggested answers to the “Film Music Listening Assessment” are given on <a href="#">Worksheet 12</a>.                      (30 mins)</p> <p><b>2. Performing famous Leitmotifs from films – <a href="#">Score 4</a> (or <a href="#">Score 4</a>) &amp; <a href="#">MIDI 12</a> &amp; <a href="#">Audio 19</a> &amp; <a href="#">MIDI 13</a> &amp; <a href="#">Audio 20</a> &amp; <a href="#">MIDI 14</a> &amp; <a href="#">Audio 21</a> &amp; <a href="#">MIDI 15</a> &amp; <a href="#">Audio 22</a> &amp; <a href="#">MIDI 16</a> &amp; <a href="#">Audio 23</a></b>  <a href="#">Score 4</a> gives a selection of famous Leitmotifs from films for pupils to perform, encouraging them to select appropriate voices/tones/timbres from their keyboards suitable to the genre of the film from which the Leitmotif is taken from. The Leitmotifs are “graded” in levels of difficulty and this can be completed using “rainbow level stickers” (I use the seven tiered coloured stickers from <a href="http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1">http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1</a> to “award” pupils as they progress “up the rainbow”. This score is also available in MS-Word format so that you can customise or edit it suitable to the “reward system” in operation within your department/school - <a href="#">Score 4</a>. The various Leitmotifs are modelled as below:                      The “Batman Leitmotif” – <a href="#">MIDI 12</a> &amp; <a href="#">Audio 19</a>                      The “Indiana Jones Leitmotif” - <a href="#">MIDI 13</a> &amp; <a href="#">Audio 20</a>                      The “Harry Potter Leitmotif”- <a href="#">MIDI 14</a> &amp; <a href="#">Audio 21</a>                      The “Star Wars Leitmotif” – <a href="#">MIDI 15</a> &amp; <a href="#">Audio 22</a>                      “Imperial Death March” from ‘Star Wars’ – <a href="#">MIDI 16</a> &amp; <a href="#">Audio 23</a>                      (15 mins)</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>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>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><b>Plenary</b></p>	<p><b>“My Film Music” Learning – <a href="#">Starter/Plenary 5</a></b>                  Allow pupils to complete <a href="#">Starter/Plenary 5</a> - a reflection and self-assessment based on their learning from the unit on “Film Music”                  (5 mins)</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</p>	<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils could perform some of the famous <i>Leitmotifs</i> on their own instruments  <b>(SEN)</b> Lower ability pupils could work with higher ability pupils when performing some famous <i>Leitmotifs</i> from films as “duet partners”</p>	
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Leitmotif, Bass Clef, Pitch, Repeat Marks, Dynamics, Getting Louder, Crescendo, Texture, Getting Thicker, Melody, Bass Line, Theme, Soundtrack, Chord, Genre, Strings, Discord, Timing Clicks, Cuesheet, Storyboard</p>	<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Cover/Homework 1 - “Music for Films”</a> which allows pupils to select a film genre and suggest appropriate mood, likely use of instruments, use of tempo and pitch and any other special musical features pupils have learned about during their unit of work on “Soundtracks”.</p>	
<p><b>LESSON RESOURCES</b> – Pupil’s “synced” recordings of their “Horror Movie” soundtracks (from lesson 5) to the video sequence (or just use the recorded audios!); playback equipment; video projection equipment capable of playing .mp4 videos or access to the Musical Contexts YouTube® Channel; keyboards or chromatic pitched percussion instruments</p> <p> <a href="#">MDPL11 – Composition Assessment</a>  <a href="#">Y9U2W11 – Film Music Listening Assessment</a>  <a href="#">Y9U2A18 – Film Music Listening Assessment Audio</a>  <a href="#">Y9U2W12 – Film Music Listening Assessment Mark Scheme/Answers</a>  <a href="#">Y9U2S4 – Famous Leitmotifs to Perform (customisable/editable)</a>  <a href="#">Y9U2A19 – The “Batman Leitmotif”</a>  <a href="#">Y9U2A20 – The “Indiana Jones Leitmotif”</a>  <a href="#">Y9U2A21 – The “Harry Potter Leitmotif”</a>  <a href="#">Y9U2A22 – The “Star Wars Leitmotif”</a>  <a href="#">Y9U2A23 – “Imperial Death March” from ‘Star Wars’</a>  <a href="http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1">http://www.schoolstickers.com/en-gb/music-reward-stickers-classic?nosto=nosto-page-category1</a>  <a href="#">Y9U2CH1 – Music for Films</a> </p> <p> <a href="#">Y9U2VID15 – Film Music Revision Video</a>  <a href="#">Y9U2VID16 – Film Music Listening Assessment</a>  <a href="#">Y9U2VID17 – “Capsule in Space” Sequence (Q6)</a>  <a href="#">Y9U2S4 – Famous Leitmotifs to Perform</a>  <a href="#">Y9U2MIDI12 – The “Batman Leitmotif”</a>  <a href="#">Y9U2MIDI13 – The “Indiana Jones Leitmotif”</a>  <a href="#">Y9U2MIDI14 – The “Harry Potter Leitmotif”</a>  <a href="#">Y9U2MIDI15 – The “Star Wars Leitmotif”</a>  <a href="#">Y9U2MIDI16 – “Imperial Death March” from ‘Star Wars’</a>  <a href="#">Y9U2SP5 – My Film Music Learning</a> </p>		