**Year: 7**

**Term: 3**

**Project: Film Music**

**Project Aim:**

This SOW will introduce pupils to how music is composed for screen.

**Key Words:**

* Tempo
* Dynamics
* Timbre
* Texture
* Leitmotif
* Compositional Storyboard
* Compose
* Develop
* Refine
* Tempo
* Dynamics

**Key Questions:**

* What is film music?
* Why is music in film?
* What is a Leitmotif?
* How can we reflect what is happening on screen?
* What is a storyboard?
* What makes a good performance?

**Lesson Objective & Assessment Opportunity**

* There is a specific Lesson Objective for each lesson.
* There should be a Baseline Assessment at the start of the Project & one further Formal Assessment Opportunity.

**Important Information & Resources**

* Start each lesson by watching a Jarrod Radnich video from Youtube – his performances demonstrate virtuosic piano performances and are all based on modern Film/TV themes. After watching each performance, discuss performance techniques used, and how the music composes is made to sound suitable to the theme it was composed for.
* Make reference to Musical Maths during each lesson to get pupils thinking about rhythmic notation and their values.
* Throughout the course of this SOW, pupils will work in small groups to compose their own music for a section of The Gruffalo.
* At the end of the SOW, pupils are to record their music along to the story. The story can be read out by the teacher, or an audio book played to allow the teacher to ‘conduct’ each group at the appropriate time.

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| **Lesson Overview** |
| **Lesson 1**  **Starter Video:**  Jarrod Radnich – Harry Potter  Discussion of performance techniques & how musical features produce ‘magical’ feel.  **Learning Objective:**   * Identify the different moods created by music * Understand what Leitmotif is and its function.   **Key Questions:**   * What is film music? * Why is music in film? * What is a Leitmotif?   **Key Words:**   * Tempo * Dynamics * Timbre * Texture * Leitmotif   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**   * Identify different instruments * Identify the mood/emotion created * Identify musical elements   **Lesson Content:**  Discuss the following with the pupils:   1. Why is music important in film music? 2. What would films be like without music? 3. What function does the music have? 4. Discuss mood and emotion – come up with emotive words – ask pupils what they think they would hear for each genre (romance, horror, action etc)….   Produce and present a film music mind map  Listening task:  Listen to some film music examples and using the listening grid comment on what is heard.  Listen to iconic leitmotivs   1. Harry Potter 2. Batman 3. James bond 4. Jaws 5. Psycho   Listen to these and discuss:   1. What makes a leitmotive? 2. What is the function of a Leitmotif? 3. Why is it important? 4. What other Leitmotifs can you think off? 5. What makes them memorable? |
| **Lesson 2**  **Starter Video –** Jarrod Radnich Game of Thrones  **Learning Objective:**   * Produce a storyboard for our initial compositional ideas for The Gruffalo   **Key Questions:**   * How can we reflect what is happening on screen? * What is a storyboard?   **Key Words:**   * Compositional Storyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * I can create compositions which explore different sounds and the musical elements * I can develop composition ideas in rehearsal time   5   * I can use tempo and dynamics creatively * I can refine and improve work effectively in rehearsals, developing initial ideas further   **Lesson Content:**   * Watch The Gruffalo – it can be found on Youtube * Introduce project to pupils – in small groups they will compose music for a section of the story. * Identify the sections of the story – use the laminated Gruffalo copies in the cabinet to give pupils a visual reminder of what each section is about. * Place pupils into groups and allocate sections of the story to each group to compose music for. * Get pupils to brainstorm their ideas on how the music should be and what instruments they might like to use. |
| **Lesson 3**  **Starter Video -** Jarrod Radnich Pirates of the Carribbean – from Keyboard Cards  **Learning Objective:**   * Compose and rehearse music composition for The Gruffalo   **Key Questions:**   * Explore different sounds * Develop compositional ideas * Use tempo and dynamics   **Key words:**   * Compose * Develop * Refine * Tempo * Dynamics   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * I can create elements compositions which explore different sounds and the musical * I can develop composition ideas in rehearsal time   5   * I can use tempo and dynamics creatively * I can refine and improve work effectively in rehearsals, developing initial ideas further   **Lesson Content**  Pupils to continue to compose their compositions for their section of The Gruffalo.  Get each group to perform to the class their ideas so far and peers give feedback. |
| **Lesson 4**  **Starter Video -** Jarrod Radnich Don’t stop believing – from Keyboard Cards  **Learning Objective:**   * Rehearse and refine The Gruffalo   **Key Questions:**   * What makes a good performance?   **Key Words:**   * Performance * Dynamics * Tempo * Team Work   **Assessment Opportunity:**   * Formative Assessment   **Assessment Criteria:**  4   * I can create elements compositions which explore different sounds and the musical * I can develop composition ideas in rehearsal time   5   * I can use tempo and dynamics creatively * I can refine and improve work effectively in rehearsals, developing initial ideas further   **Lesson Content:**   * Pupils to refine their Gruffalo compositions. * Rehearse the performance of The Gruffalo as a trial for next week and then discuss with the class what needs to be improved and rehearsed further in time for next week’s final performance. |
| **Lesson 5**  **Starter Video -** Jarrod Radnich Bohemian Rhapsody  **Learning Objective:**   * Perform The Gruffalo   **Key Question:**   * What makes a good performance?   **Keywords:**   * Perform * Dynamics * Tempo * Team Work   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * I can create elements compositions which explore different sounds and the musical * I can develop composition ideas in rehearsal time   5   * I can use tempo and dynamics creatively * I can refine and improve work effectively in rehearsals, developing initial ideas further   **Lesson Content:**   * Whole class performance of The Gruffalo. * Record the performance and then allow pupils to listen back to their performance. * Whole class assessment. |