

Year 6: Film Music

Unit Overview

<i>Understanding Elements</i>	<i>Controlling</i>	<i>Creating</i>	<i>Responding & Reviewing</i>
<p>Texture: build up layers of sound to convey atmosphere. Timbre: identify different ensemble combinations</p>	<ul style="list-style-type: none"> - Rehearse and present performances in independent groups, commenting on how intentions have been achieved. - Maintain own part with awareness of how different parts fit together. 	<ul style="list-style-type: none"> - Improvise melodic and rhythmic phrases as part of a group performance. - Vary and refine ideas. - Develop ideas within musical structures. - Use simple chord sequences to structure parts. 	<ul style="list-style-type: none"> - Express and justify ideas and opinions about music heard and performed using an appropriate vocabulary.!
<i>Applying Understanding</i>			
<p>Use and explore notations which are linked to understanding of elements to communicate own ideas, including performance. Identify composers' intent in music heard and performed.</p>			
<i>Vocabulary</i>			
<p>Sounds: pitch, dynamics, duration, pulse, rhythm, metre, tempo, timbre, texture. Processes: notation, composing, arranging, improvising, performing. Context: intentions, purpose, venue, occasion</p>			
<i>Performing Opportunity</i>		<i>Final Outcome</i>	
<p>Perform completed film score to an invited audience.</p>		<p>A created score for a film clip.</p>	
<i>Ongoing Skills</i>			
<p>Singing: Pitch control through warm-ups.</p>			

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Learning Overview

Autumn Term 1

<i>What will we be learning about in this unit of work?</i>	<i>What skills will I learn in this unit?</i>
<ul style="list-style-type: none"> - Why composers create music. - How leitmotifs are used to establish a character. - How ideas about a character can be conveyed through music. - How a film score reflects events in a film, and how. - How different people will respond differently through music to the same idea. 	<ul style="list-style-type: none"> - To create a leitmotif for a particular image. - To identify the ways in which a leitmotif establishes a character in film. - To create your own leitmotifs for characters in a film. - To record your own leitmotifs using your own notation. - To compose the score for a film clip. - To record your score using your own notation. - To develop ideas and compose as part of a group. - To perform a film score as part of a group.

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Lesson Plans

	<i>Learning Objectives</i>	<i>Resources</i>	<i>Warm Up</i>	<i>Teaching Sequence</i>	<i>Learning Outcomes</i>
1	<ul style="list-style-type: none"> - I understand why composers create music. 	<ul style="list-style-type: none"> - 'Europe by Train' - 'Diamond Head' - 'Warszawa' - 'The Blue Danube' 	Pitch Skill Builder 4 – Pom Pom Pom – Level 1 (Developing Music Skills)	Brainstorm reasons for creating a piece of music, and discuss. Guide discussion around to composing music to express ideas about a place, person, idea, etc. Listen to some pieces of music which represent a place: 'Diamond Head' by the Beach Boys, 'Europe By Train' by The Divine Comedy, 'Warszawa' by David Bowie, 'The Blue Danube' by Johann Strauss. What images do you get from listening to the music? Children to draw the picture in their head for each piece. Feedback – compare and contrast responses. Explain the background behind each piece of.	<ul style="list-style-type: none"> - Children should be able to explain their responses to the music using musical vocabulary.
2	<ul style="list-style-type: none"> - I can create a leitmotif for a particular image. 	<ul style="list-style-type: none"> - 'Peter and the Wolf' 	Pitch Skill Builder 4 – Pom Pom Pom – Level 2 (Developing Music Skills)	Remind children of the word leitmotif, learned in their Year Five Theseus unit. Play a couple of familiar extracts from 'Peter and the Wolf' as reminders. Show some animal images onscreen. What would make a good leitmotif for each? Discuss, using musical vocabulary. Children to create their own leitmotifs for the images shown – use voices, body percussion, tuned and untuned percussion, other instruments as appropriate. Children to perform back to the class. Can the rest of the class correctly identify the animal? What were the clues?	<ul style="list-style-type: none"> - Children should understand the concept of a leitmotif. - Children to create their own leitmotifs, justifying choices with a musical explanation.

3	<ul style="list-style-type: none"> - I can identify the ways in which a leitmotif establishes a character in film. 	<ul style="list-style-type: none"> - Character themes from 'The Lord of the Rings' 	Pitch Skill Builder 4 – Pom Pom Pom – Level 3 (Developing Music Skills)	<p>Explain that leitmotifs are often used in films. A film director will use audio and visual clues to provoke an audience's response to a character (or groups of characters). Show some pictures of characters from 'The Lord of the Rings', and play an associated piece of music. What do you think the music might tell us about the character? Children to record own responses first, then discuss. Compare with character notes supplied. Play a selection of clips that show how a leitmotif can be adapted and repeated throughout a film.</p>	<ul style="list-style-type: none"> - Children to identify intent of a composer when listening to leitmotifs. - Children to understand how leitmotifs might be used in films.
4	<ul style="list-style-type: none"> - I can create leitmotifs for characters in a film. - I can record leitmotifs using my own notation. 	<ul style="list-style-type: none"> - 'Oliver Twist' text extract - 'Oliver Twist' film clip 	Boom-Chicka Boom (see resources)	<p>Read a passage from Oliver Twist that describes Oliver's initial confrontation with the master. Establish main characters – Oliver, Master – and outline personalities. Watch muted film clip – can we add any ideas now we have seen their on-screen depiction? How could their personalities be reflected musically. In groups, children to create their own leitmotifs for the two characters discussed. Then, using own notation, record what they have come up with to remember for next week.</p>	<ul style="list-style-type: none"> - Children to create leitmotifs for established characters using a variety of sounds. - Children to create a record of their leitmotifs using their own notation.
5	<ul style="list-style-type: none"> - I can compose the score for a film clip. - I can record my score using my own notation. 	<ul style="list-style-type: none"> - BBC Scoring clip - 'Oliver Twist' film clip 	Boom-Chicka Boom (see resources)	<p>Explain that, as well as referencing characters, a film score also has to reflect the rest of the action on screen. Watch the BBC film clip which illustrates this. Watch the Oliver clip again and outline the main events. How could music mark and / or accentuate these events. Consider dynamics and tempo in particular – where should the music be loud or quiet, fast or slow. In groups from last week, children should create their own score, integrating last week's leitmotifs. Again, record work using own system of notation.</p>	<ul style="list-style-type: none"> - Children to create a score for a film script appropriate to the scene provided. - Children to create a record of their leitmotifs using their own notation.

6	<ul style="list-style-type: none"> - I can perform a film score as part of a group. 	<ul style="list-style-type: none"> - 'Oliver Twist' film clip 	H.E.L.L.O. (see resources)	<p>Children to rehearse sections of score, then perform them to the class as a whole (ideally recording them at the same time). Film clip should be played so score can be matched to the events.</p> <p>Finally, watch the clip with the sound re-instated. Are there any similarities between children's work and the real thing?</p>	<ul style="list-style-type: none"> - Children to perform as part of a group. - Children to be able to compare and contrast different musical ideas and make suitable comments on their musical form.
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Flipchart for unit:

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Evaluation of Learning

<i>This is the knowledge and skills we have learnt about this half term</i>	<i>What I Think</i>			<i>What My Teacher Thinks</i>		
						
I can create a leitmotif for a particular image.						
I can identify the ways in which a leitmotif establishes a character in film.						
I can create leitmotifs for characters in a film.						
I can record leitmotifs using my own notation.						
I can compose the score for a film clip.						
I can record my score using my own notation.						
I can perform a film score as part of a group.						