

Unit: At the movies

Musical focus: Composition
Subject link: English

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Understanding music narrative
- Interpreting notation
- Using a storyboard to structure sounds

TEACHING ACTIVITIES

Music in early animation

Compare the use of music in animations from the 1920s and 1930s

Musical sound effects

Look at graphic representations of musical sound effects and listen to them being played

Storyboard cartoon sequence

Create music for a storyboard cartoon sequence

LEARNING SUPPORT

If your resource of instruments is limited, collect together materials which can be used as sound sources, eg paper, plastic, tins, buttons, boxes, metal washers, tubing, natural materials.

LESSON

2

LESSON LEARNING

- Learning about the use of sound effects to movies
- Exploring and using narrative structure
- Composing sound effects to perform with a movie

TEACHING ACTIVITIES

Abstract Albert

Add vocal and body sound effects to the movie *Abstract Albert*

Abstract Albert with Mickey Mousing

Compose musical sound effects in Mickey Mousing style to perform with the *Abstract Albert* movie

Sequencing and character

Perform musical sound effects to accompany a silent animation

LEARNING SUPPORT

Prepare the groups for activity two – adding sounds played on instruments. Watch *Abstract Albert without sound*, asking the six groups to add sound effects for the six actions using body percussion and voices.

LESSON

3

LESSON LEARNING

- Identifying changes in tempo and their effects
- Exploring and understanding phrase structure of a song melody
- Creating and performing a sequence of melodic phrases with a movie

TEACHING ACTIVITIES

Action Mouse song

Sing a song at different speeds and explore the phrase structure

Action Mouse movie

Explore changing tempo to reflect the action in a movie

Running Rodent

Invent a melodic sequence to accompany a movie with three tempi

LEARNING SUPPORT

Help the children to understand the *Action Mouse* song's phrase structure by dividing into four groups: W, X, Y and Z. Sing the song following the notation, with each group only singing their matching phrases.

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MEDIUM TERM PLAN

LESSON

4

LESSON LEARNING

- Learning about the use of musical clichés in movie soundtracks
- Exploring the effects of music on movies
- Using the musical dimensions to create and perform music for a movie

TEACHING ACTIVITIES

Man in a tunnel

Listen to incidental music to notice how the music suggests the mood and the action

fANTastic ANTics

Watch a movie and listen to musical clichés for different emotions

Musical clichés

Study the musical cliché notation, then make up new music for each of the four scenes

LEARNING SUPPORT

Make a note of the children's thoughts about the six pieces of incidental music for *Man in a tunnel*. Display these where the children can see, then listen to each piece again so that they can reflect on their own and other's ideas.

LESSON

5

LESSON LEARNING

- Learning about techniques used in movie soundtracks
- Exploring techniques used in movie soundtracks
- Creating sounds for a movie, following a timesheet

TEACHING ACTIVITIES

Spacedust

Watch *Spacedust* and learn about hit points in animation

Spotting

Learn about spotting and begin exploring musical ideas as a soundtrack to the animation *Spacedust*

Spacedust compositions

Select instruments and compose musical ideas for *Spacedust*

LEARNING SUPPORT

Make audio recordings of the children's ideas so that they can listen, to help them evaluate the sound effects they have chosen.

LESSON

6

LESSON LEARNING

- Working in groups to create descriptive movie music
- Evaluating and refining compositions
- Learning about using cue scores

TEACHING ACTIVITIES

Scene structures

Continue creating music for each section of *Spacedust*

Cue scores

Finalise ideas and fill in the cue score for each section

Synchronised Spacedust

Rehearse the cue scores to a second count, then perform the music with the animation

LEARNING SUPPORT

Make a large wall chart of the cue score and use this to rehearse the music without the movie, following a conductor if necessary.

Composition

ASSESSMENT SHEET

MUSIC EXPRESS

1. Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2)
2. Interpreting notation (Lesson 1)
3. Using a storyboard to structure sounds (Lesson 1)
4. Learning about the use of sound effects in movies (Lesson 2)
5. Composing sound effects to perform with a movie (Lesson 2)
6. Identifying changes in tempo and their effects (Lesson 3)
7. Exploring and understanding phrase structure of a song melody (Lesson 3)
8. Creating and performing a sequence of melodic phrases with a movie (Lesson 3)
9. Learning about the use of musical clichés in movie soundtracks (Lesson 4)
10. Exploring the effect of music in movies (Lesson 4)
11. Using the musical dimensions to create and perform music for a movie (Lesson 4)
12. Learning about and exploring techniques used in movie soundtracks (Lesson 5)
13. Creating sounds for a movie, following a timesheet (Lesson 5)
14. Working in groups to create descriptive movie music (Lesson 6)
15. Evaluating and refining compositions (Lesson 6)
16. Learning about using cue scores (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

Composition

MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils develop an understanding of the history of music
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils explore tempo, texture, structure, duration, and appropriate musical notations