

Year 4 – Musical Appraisal and appreciation

Inspiration

Partnership with parents – show examples of work and performances on seesaw

Key Questions

- How is music used effectively in film?
- Why do films have music in them?
- What does music add to films?
- How do composers achieve certain moods in films through the use of music?
- What instruments are used to create certain moods?
- Would films be as effective if the music was not there?

Concepts

- Formal orchestral instruments and sounds
- Pitch and why it might be important in film music (high and low)
 - Tempo – changes in speed affect the mood and pace of a film.
 - Timbre – i.e. the quality of the sound that makes us think of a certain idea/emotion
 - Dynamics – the volume of the music affects our reaction. Soft and loud (piano and forte)

Also covered in:

- Singing assembly (pre/post covid)
- Musical elements of other subjects (e.g. short songs in MFL)

Skills

- With the support of the teacher, children are able to express music in terms of a specific mood or atmosphere
- Children are able to identify/recall basic instruments of the orchestra and more unusual ones (bassoon/harp)
- Children can demonstrate through a variety of mediums why a sound creates a particular mood or feeling - e.g. words, pictures, movement, spoken and socially distant (non-singing) vocal sounds at different speeds and pitches
- With encouragement, children can mimic or reproduce a sound that creates a mood or feeling in their minds using either their voice or using available instruments in school.
- With support from the teacher, children to create their own short film idea compositions using different sounds from available instruments.

By the end of this unit, children will be able to:

- Understand that film composers try to create an atmosphere and mood in a film.
- Understand why certain sounds/volumes/speeds/timbres are more appropriate than others for creating different types of atmosphere.
- Respond appropriately to a piece of film music expressing the atmosphere it creates in their mind and why.
- Visually and aurally identify key orchestral instruments and how they can be used within film scores to enhance mood and atmosphere.

Knowledge

Composer

- John Williams is one of the most famous film music composers in the world. His output spans several decades of the 20th and 21st centuries. A child friendly biography of Williams can be found here: https://kids.kiddle.co/John_Williams
- He has written music for Home Alone, Jurassic Park, Jaws, Harry Potter Films, Star Wars and the BFG and other films that children may be familiar with. A full list of his film compositions can be found here: https://en.wikipedia.org/wiki/List_of_compositions_by_John_Williams#Film_Scores
- Using a large film orchestra, Williams creates very different moods in all his different films through use of different musical techniques.

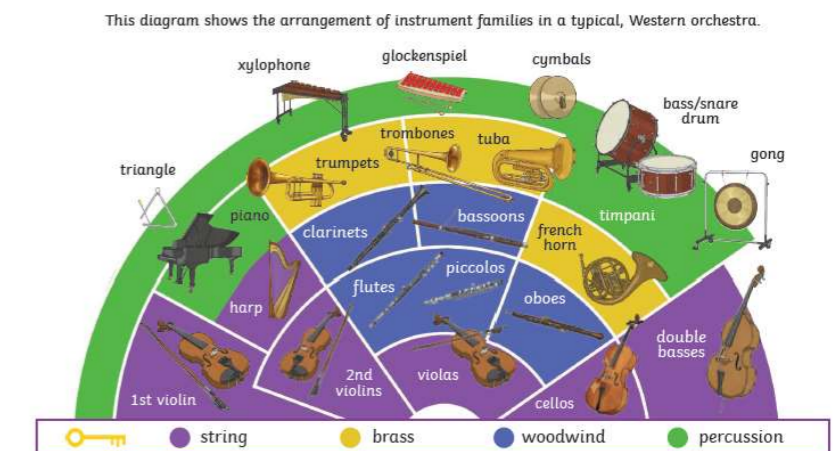
Listeners – appreciate and appraise

- Discuss favourite films with the children. What do they all have in common? Music in different forms.
- Play examples of film music from popular Williams’ films and see if the children recognise what they hear. This could be done through words or drawing aspects of the film that they associate the music with. Children should be encouraged to think about why the music evokes these ideas in their minds. Disney film music could also be used.
- Examples that could be played include the following: https://www.youtube.com/watch?v=ZvCI-gNK_y4 (Jaws) , <https://www.youtube.com/watch?v=D0ZQPqeJkk> (Star Wars), <https://www.youtube.com/watch?v=Htaj3o3JD8I> (Harry Potter)
- Children should try and identify (through the use of terms pitch, tempo, timbre, dynamics and theme tune) why they are compelled to write/draw the film scene they have. This could be helped by watching an actual orchestra play the music, so the children can match up certain sounds to certain instruments e.g. https://www.youtube.com/watch?v=GTXBLyp7_Dw

Create – introduction to composition

- Encourage children to think of a short scene they could make music for. This could be from an existing film, or a scene that the children draw through a story board/physically act out in socially distanced small groups.

Instruments and orchestra sections to be visually and aurally recognised:



Topic Specific Vocabulary

Film music, atmosphere, rhythm, idea, scene, orchestral instruments (list below)

NC Subject content

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increased accuracy

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3

Year 4

Violin, cello, glockenspiel, piano, bassoon, clarinet, flute, xylophone, trumpet, piano (quiet), forte (loud), high, low, timbre, pitch, rhythm, tempo

Violin, cello, glockenspiel, piano, bassoon, clarinet, flute, xylophone, trumpet, piano (quiet), forte (loud), high, low, timbre, pitch, rhythm, tempo, French horn, tuba, trombone, brass, double bass, strings, oboe, woodwind, harp

We are listeners/musicians/performers

Audience: parents to be shown performances on seesaw

DRAFT