

Learning objective	Success criteria
<ul style="list-style-type: none"> To identify and understand some composing techniques in film music. 	<ul style="list-style-type: none"> I can identify different instruments and comment on the type of sound they make. I can talk about the pitch of music and how it changes. I can use the words 'major' and 'minor' when discussing music that evokes different emotions.

Before the lesson

Have ready

- Presentation: Speak like an expert.*
- Audio: 'Pomp and Circumstance' by Edward Elgar (optional - see Main event).*
- Video of 'Wallace & Gromit: A Close Shave' by Aardman Animations (see Teacher knowledge).
- Whiteboards and pens (optional - see Main event).

Recap and recall

Display the *Presentation: Speak like an expert* and play the audio file.

Presentation: Speak like an expert

Take feedback. There is no right or wrong answer, as long as the children justify their suggestions.

Attention grabber

Play the beginning of the film 'Wallace & Gromit: A Close Shave', up to 1:40 (after Gromit discovers the wool has been chewed). Ask the children:

- How does the soundtrack create tension?**

Rewatch the segment, pausing as the children identify the musical elements.

Point out that the music (soundtrack) is different from the sound effects. Sound effects include snoring and the sound of a knife hitting the floor, but the soundtrack is the music played by orchestral instruments.

Collect feedback on how the music create tension. Answers include:

- High strings (violins) playing lots of creepy-sounding notes (chromatics) getting lower (descending).
- Low drums (timpani) playing repetitively and urgently.
- Minor chords.
- Strings playing with a shaky sound.
- Music swelling (getting louder and softer suddenly).
- High strings, high woodwinds such as the flute and high tuned percussion like glockenspiels playing in unison.
- Low brass makes a foreboding sound.
- Unusual and unpredictable intervals (jumps in the music) that make the listener feel uncomfortable.
- Chords (several notes played at once) with lots of clashing notes create discomfort in listening.
- A suddenly loud chord played by brass and woodwind instruments.

Main event

Continue watching the film. Pause at the following points to discuss the music: 4:20, 5:36, 9:52, 16:38, 19:52. Optionally, hand out the whiteboards and pens for the children to make notes.

Use the points below to guide the discussion about the music in the scenes.

1. 4 minutes 20 seconds - getting ready for window cleaning.

- The music is military, purposeful.
- Several different drums used – timpani, side drum, bass drum.
- Positive brass playing in a major key.
- Theme with a repetitive melody, like the music of Elgar; optionally demonstrate briefly using the audio below.

Audio: 'Pomp and Circumstance' by Edward Elgar

2. 5 minutes 36 seconds - Wallace sees Wendoline for the first time.

- Love story (this theme returns later every time Wallace and Wendoline have a moment).
- Major key- quiet.
- High instruments, including tuned percussion.
- A solo instrument playing a melody.

3. 9 minutes 52 seconds - Shaun gets a wash.

- Impending doom, the instruments getting higher and faster.
- Chords, melodies and clashing notes.

4. 16 minutes 38 seconds - reading about Gromit in the papers.

- Sadness – sweeping strings.
- Very melodic, and cheesy.
- A mixture of major and minor – minor relates to the sadness and disappointment but major relates to a fond memory.

5. 19 minutes 52 seconds - the chase.

- Rhythmic, optimistic.
- The melody gets higher.
- The music modulates (changes key) to get higher.
- 'Conversation' between strings and brass creates urgency.

Decide on the level of the musical vocabulary that is appropriate for the children in your class. Expect the children to identify the pitch of the music and possibly to remember the terms **major** to describe optimistic music and **minor** to describe sad music, as these are covered in Year 5. Ask the children to identify the different instruments and explain why they have been chosen for that point in the film.

Questions

- **What emotions does the music evoke?**
- **What instruments can you hear?**
- **How does the composer create tension and other emotions?**

Wrapping up

Watch the rest of the film. If time allows, let the children talk about their favourite parts with their talk partners.

Question

- **Which part of the soundtrack do you think was the most effective?**

Vocabulary

Instrument

A tool used to perform specific work, e.g. play music.

Major

A type of musical key sounding more positive and upbeat.

Minor

A type of musical key sounding more sad.

Orchestral

Played by an orchestra.

Soundtrack

The music accompanying a film.

Assessing progress and understanding**Pupils with secure understanding indicated by:**

using the terms major and minor and identifying different instruments to describe how music evokes different emotions; identifying pitch, tempo and dynamics and using these to explain and justify their answers.

Pupils working at greater depth indicated by: using music-specific vocabulary to describe their answers, including pitch, texture, tempo, dynamics, chords, unison etc.

Adaptive teaching**Pupils needing extra support**

Should be seated closer to the board for more focus on sound and picture.

Pupils working at greater depth

Could use appropriate musical vocabulary, including: chromatics, descending, timpani, tremolo, unison, intervals, chords when talking about the music.

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