



Classical Classroom

Episode #176: Composing Music for a Film About Music

Podcast, Instruction, Activities, Assessment

<p>Unit: Episode #176</p>	<p>Jono Hill Composer and Musician Classical Classroom Host: Dacia Clay KING - FM</p>	<p>Subject: Film Music Composition</p>	<p>Grade: 5-8</p>
<p>Essential Question: How do musicians generate creative ideas?</p> <p>Inter-Disciplinary Connections: Creativity, expression, improvisation, mood, movies</p>		<p>This episode's Spotify playlist includes music by: <i>Jono Hill, Tubaluba, Johannes Brahms, Todd Reynolds.</i></p> <p>*The playlist can be found on the episode webpage - https://classicalclassroomshow.com/classical-classroom-episode-176-composing-music-for-film-about-music-with-jono-hill/</p>	
<p>What's the scoop? What are we going to be learning?</p>	<p>Teacher and students talk about what they will learn and do (<i>Learning Intentions</i>)</p> <p>National Core Standard(s) addressed by grade:</p> <p>5 - MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>6 - MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>7 - MU:Re7.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p>8 - MU:Re7.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p>		
	<p>Objective/Learning Intention: Students will understand how to generate musical ideas for various purposes and contexts. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>		
	<p>Vocabulary: Scoring, tuba, Juilliard, improvise, mood, sequence, inflection, cueing, screening, contemplative, composer, cinematographer, prodigy, reverb, leit motif, reflective.</p>		
<p>INSTRUCTION Suggestions for classroom delivery</p>	<p>Lesson:</p> <ol style="list-style-type: none"> Anticipatory Set: Teacher-led class discussion on generating ideas and how music can be used to set mood. Assess pre-knowledge: Teacher asks how music may play a role in students' lives. "If your life would have a soundtrack, what would it sound like"? Anchor Chart: Teacher-led class creation of chart of types of music to match different moods. Guided Reflection: Teacher plays several types of movie music samples for class. Class/groups discuss and write down how music affects mood and ambience in movies. (Suspense, chase scenes, etc) Classical Classroom Podcast: Students listen to the entire podcast as a whole for an understanding of how Jono Hill creates his music. Independent Reflection: Students further explore movie soundtracks and draw from personal experiences to develop a more informed and complex assessment of the affects of movie music. Review Objective/Learning Intention: Class activity – Students independently write about how movie music changes mood in a journal. Students then share their new insights on music with the class. <p>Formative Assessment: Observed Interactive Class Discussion – compare and contrast class's journal observations. Teacher plays a variety of music for show of hands assessment of moods created.</p>		

<p style="text-align: center;">ACTIVE PARTICIPATION ACTIVITIES</p>	<p>Bloom's Level 1 – Knowledge Begin anchor chart, first with broad, simple terms, and examples of moods created by movie music.</p> <p>Bloom's Level 2 – Understanding Anchor chart is developed with more variety/advanced terms; music pieces are sampled for generally mood inducing styles such as chase, peaceful, suspense, war cacophony.</p> <p>Bloom's Level 3 – Applying 1. Which music sounds most suspenseful? Groups of students choose a style or piece of music to accompany with improvisation. 2. What classroom instruments or materials could be used to imitate the music that your group may choose? 3. Students divide into small groups and choose classroom instruments or materials to be used to improvise moods matching chosen music? 4. Students plan or improvise together to demonstrate understanding of music creating mood.</p> <p>Bloom's Level 4 – Analyzing Teacher guided class review of live accompanying performances.</p> <p>Bloom's Level 5 – Evaluating Students discuss performance evaluation choices and journal results.</p> <p>Bloom's Level 6 – Creating Students take turns performing for each other in small groups and improvising to create moods. Other groups join or offer alternate suggestions, instruments, techniques or materials to enhance mood effects.</p>
<p style="text-align: center;">MODALITIES OF DIFFERENTIATE D</p>	<p>Differentiated Instruction: Kinesthetic – movement – students improvise on classroom instruments with the music Aural – listening – to teacher-chosen movie soundtrack selections and other students' performances Visual – draw pictures that reflect understanding of the different music moods</p> <p>Summative Assessment: Observed team product in creation of different moods.</p>