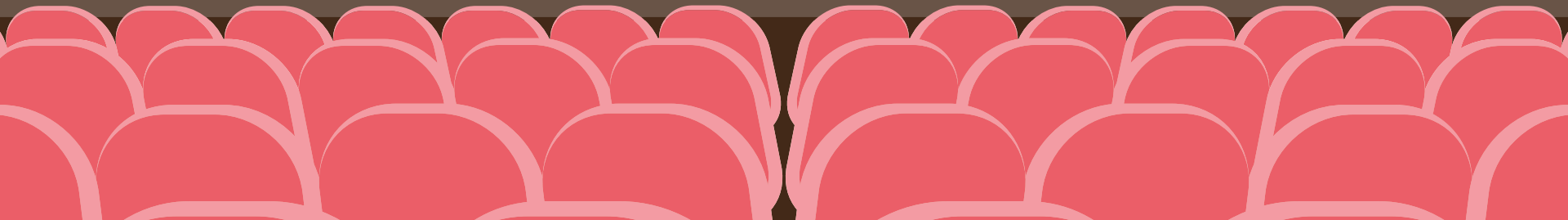


MARVELING THE MUSIC IN MOVIES

A 7-week virtual unit on music from the movies.



INSTRUCTIONS FOR THIS UNIT

Please read the following information for details on this **7 week virtual unit on film**:

1. The purpose of this unit is to educate students at the middle school level on the music found in the movies. The topics and assessments have been created specifically for virtually learning. If you want to use it in a regular school setting though, go for it!
2. Each week will have an essential question(s), learning objectives, notes for the students, and assessments.
3. A **resources** slide, where you'll find links to all the sources and assessments used in the project, can be found at the end of the presentation.
4. **Please feel free to make a copy of this unit and use it with your students!**
 - a. You do not have to go in order (with the exception of weeks 5 & 6) or complete every single week's worth of assignments.
5. Here are the weekly topics:
 1. An introduction to film music
 2. The purposes of music in film
 3. Famous composers of film music
 4. Careers in the film industry
 5. Musical elements and their part in film music
 6. Composing music to a silent clip
 7. Reflection of the unit

[Return to "Weekly Content" slide](#)

Teacher Hints:

Click on the titles to go directly to those weekly plans!



WEEKLY CONTENT

01. INTRODUCING FILM MUSIC

Discover your prior knowledge on film music (Slide #4)

02. PURPOSE OF FILM MUSIC

Determine why music is necessary in movies (Slide #9)

03. FAMOUS COMPOSERS

Study the most famous composers in the film industry (Slide #13)

04. CAREERS IN FILM INDUSTRY

Pursue the different career paths in the film business (Slide #18)

05. MUSICAL ELEMENTS

Analyze the musical elements and their part in film composition (Slide #22)

06. COMPOSITION PROJECT

Create your own underscore for a silent clip (Slide #27)

07. REFLECTION ON FILM UNIT

Reflect on new knowledge gained throughout the unit (Slide #31)



INTRODUCING FILM MUSIC

A basic background study of
music in film.

[Return to “Weekly Content” slide](#)

ESSENTIAL QUESTION

What do I already know/understand about music in film? How can I expand on that knowledge? How does my understanding of film music help me to better understand the movie I am watching?



Teacher Hints:

- My students really enjoy watching the Star Wars scene without the music AND playing the Kahoot.
- The KWL I mention in Task #3 is a graphic organizer that allows students to recall prior knowledge, ask questions based on personal interests, and summarize their learning after the unit has been completed

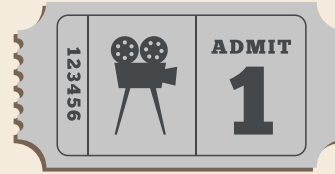
[Return to “Weekly Content” slide](#)

LEARNING OBJECTIVES

Students will be able to:

Debate

A scene from a popular film with and without the music



Discover

Famous themes from film music

Analyze

Prior knowledge of music in film



Read

A brief history blog on film music

[Return to "Weekly Content" slide](#)

STUDENT TASKS

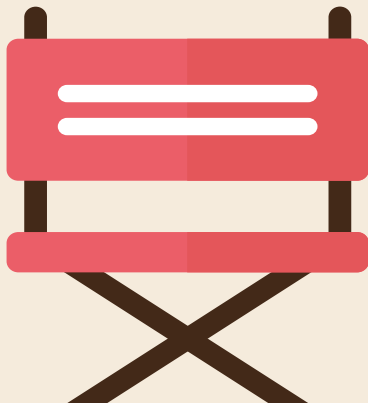
Task #1

Watch the following Star Wars scene, with and WITHOUT the music.

[Star Wars Scene WITHOUT Music](#)

[Star Wars Scene WITH Music](#)

Then, complete the journal entry, [here](#).



Task #2

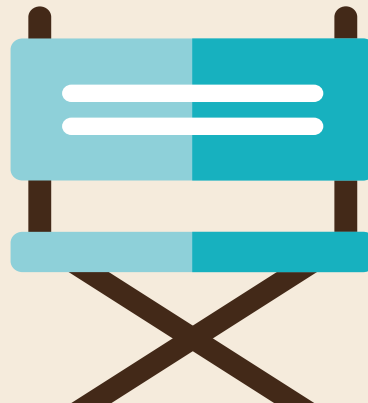
What iconic music from movies do you actually know? I think you know more than you think.

Play the Kahoot [here](#)!



Task #3

Brainstorm about what you know of music in films or shows. Complete the K and W portions of the KWL found under journal entry #2 (link under Task #1) in the workbook.





***WANT MORE? READ
ABOUT THE HISTORY OF
FILM HERE!***

[Return to “Weekly Content” slide](#)

PURPOSES OF FILM MUSIC

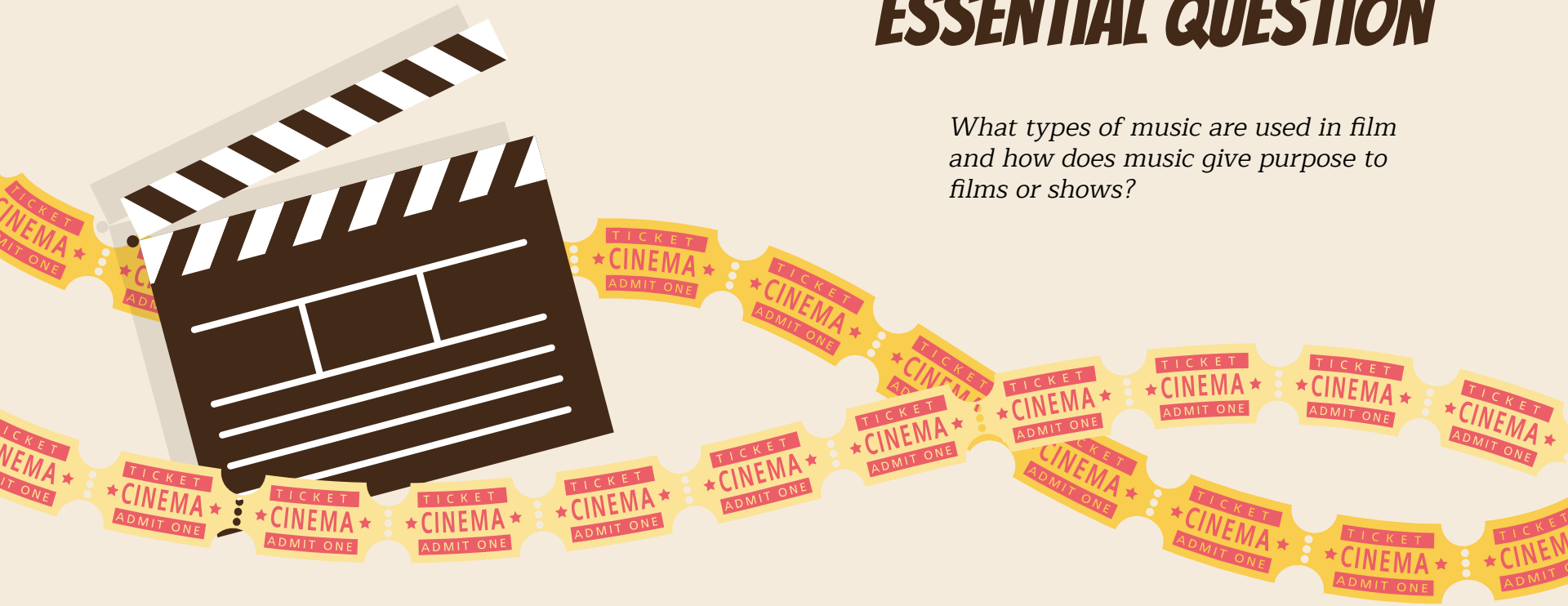
Discover why music is
necessary in movies



[Return to “Weekly Content” slide](#)

ESSENTIAL QUESTION

What types of music are used in film and how does music give purpose to films or shows?



Teacher Hints:

- You can choose 1 of the 3 websites for generic browsing so students are not overwhelmed.
- You can switch out my scenes with more updated movies or movies you know your students are interested in to help boost their engagement/motivation

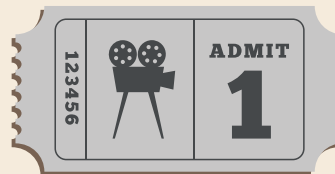
[Return to “Weekly Content” slide](#)

LEARNING OBJECTIVES

Students will be able to:

Identify

At least four purposes
of music in film



Analyze

Different scenes from
movies to determine
the music's purpose



Demonstrate

New knowledge by
choosing a scene of
their own and
discussing the music's
purpose

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STUDENT TASKS

Task #1

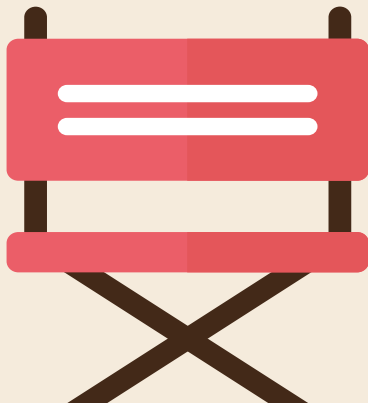
Skim through the following websites to find the **4** most important purposes of film music.

[Source #1](#)

[Source #2](#)

[Source #3](#)

Then, complete journal entry #3, [here](#).



Task #2

Watch the following scenes to help demonstrate the purpose of music in film.

[On the Edge of Your Seat!](#)

[Who is That?](#)

[Where Are We?](#)

[All the Feels!](#)



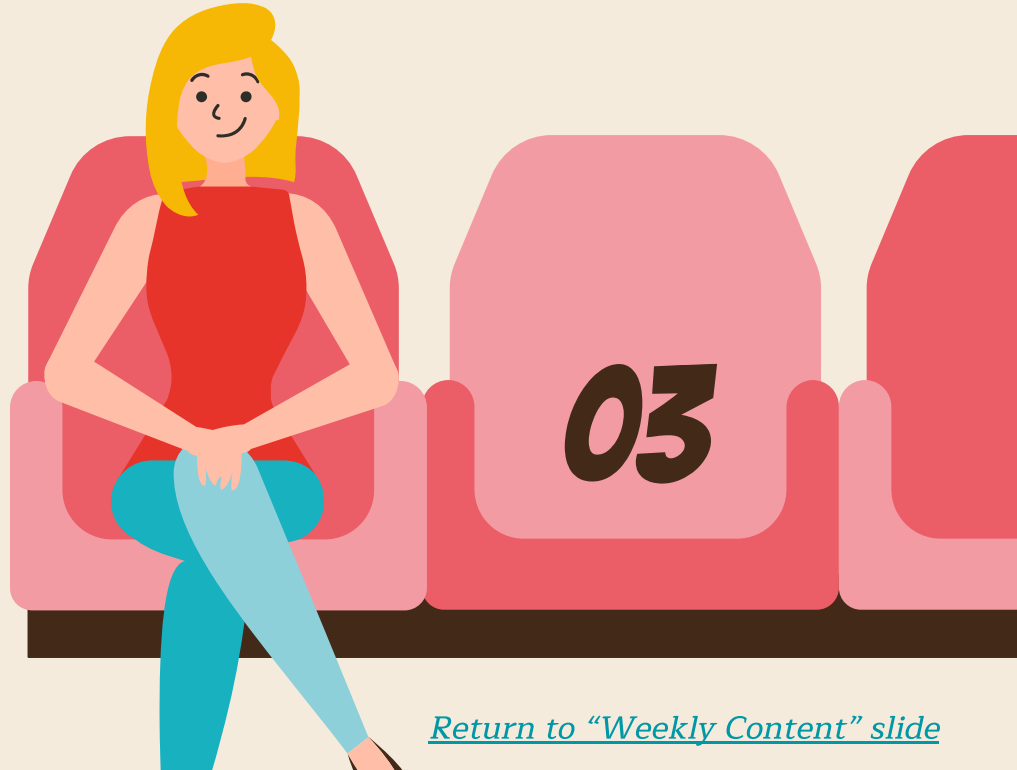
Task #3

Using YouTube, find a 3:00 minute or less scene from a movie (PG-13 or lower) demonstrating **1** of the purposes of film music. Upload the link to Schoology so we can guess what the purpose of the music is in your clip.



FAMOUS COMPOSERS

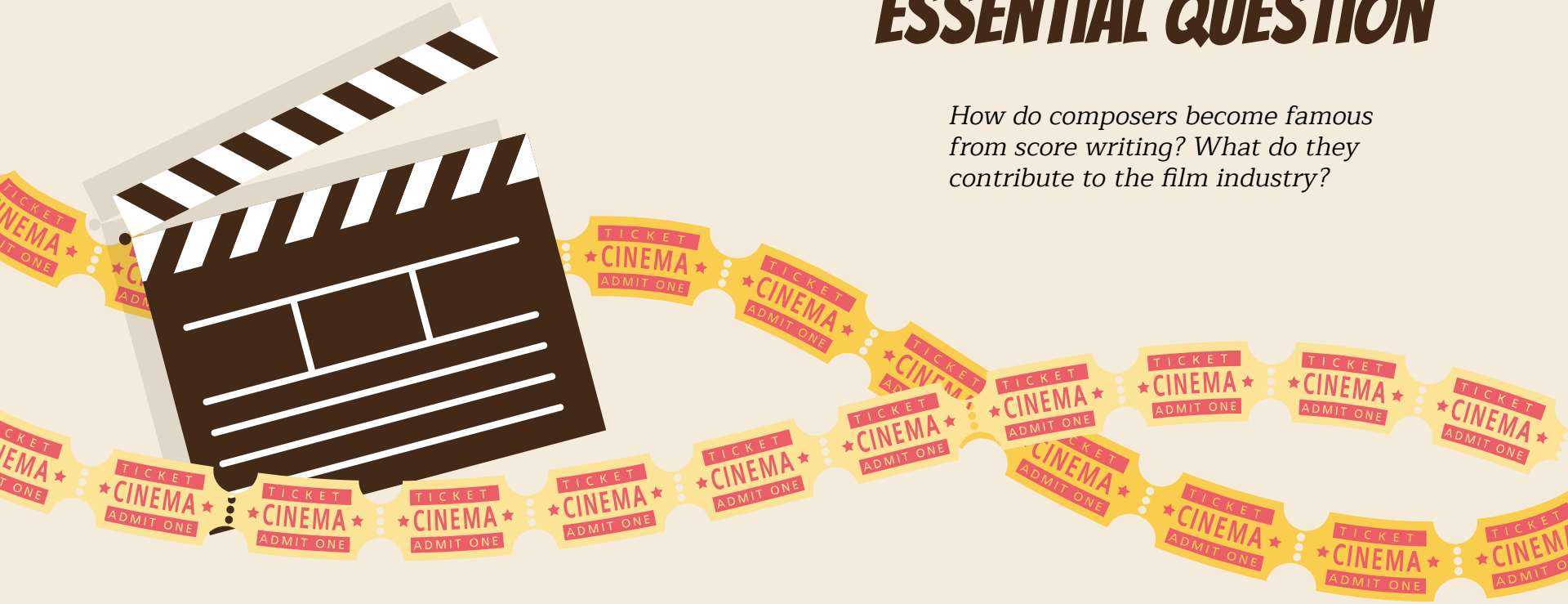
Study the most famous
composers in the film industry



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ESSENTIAL QUESTION

How do composers become famous from score writing? What do they contribute to the film industry?



Teacher Hints:

- This unit can be done in any order after the introduction.
- The final task is about student creativity. The hope is that students will be motivated to complete this because they were offered several choices on how they could present their new found material.
- Here is an example of a previous student's submission on [John Williams](#).

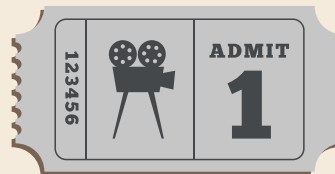
[Return to "Weekly Content" slide](#)

LEARNING OBJECTIVES

Students will be able to:

Identify

Several of the most famous composers of film music



Research

One composer to learn more about his or her life and film scores



Share

Your found research with your peers

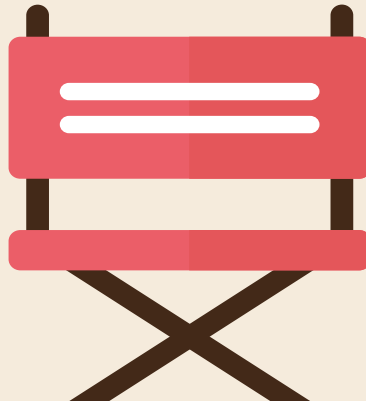
[Return to "Weekly Content" slide](#)

STUDENT TASKS

Task #1

Identify some of the most famous composers of film music on the next slide. Make note of their names and most popular movies. You may also jot down famous composers not provided.

Then, complete journal entry #4, [here](#).



Task #2

Choose the composer that interested you the most and dive into further research on him or her using the World Wide Web.

Make sure your sources do NOT include Wikipedia.



Task #3

Share your new information with your peers. Refer to question #5 in your workbook to help drive your research. You may use Canva, the Google Suite, videos, etc. to share your new information. Upload it to Schoology.



FAMOUS COMPOSERS

Use the following [link](#) to briefly learn about these film composers:



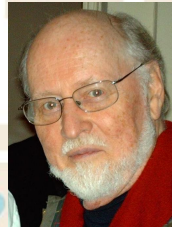
James Horner



Danny Elfman



John Williams



Hans Zimmer



Howard Shore



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04

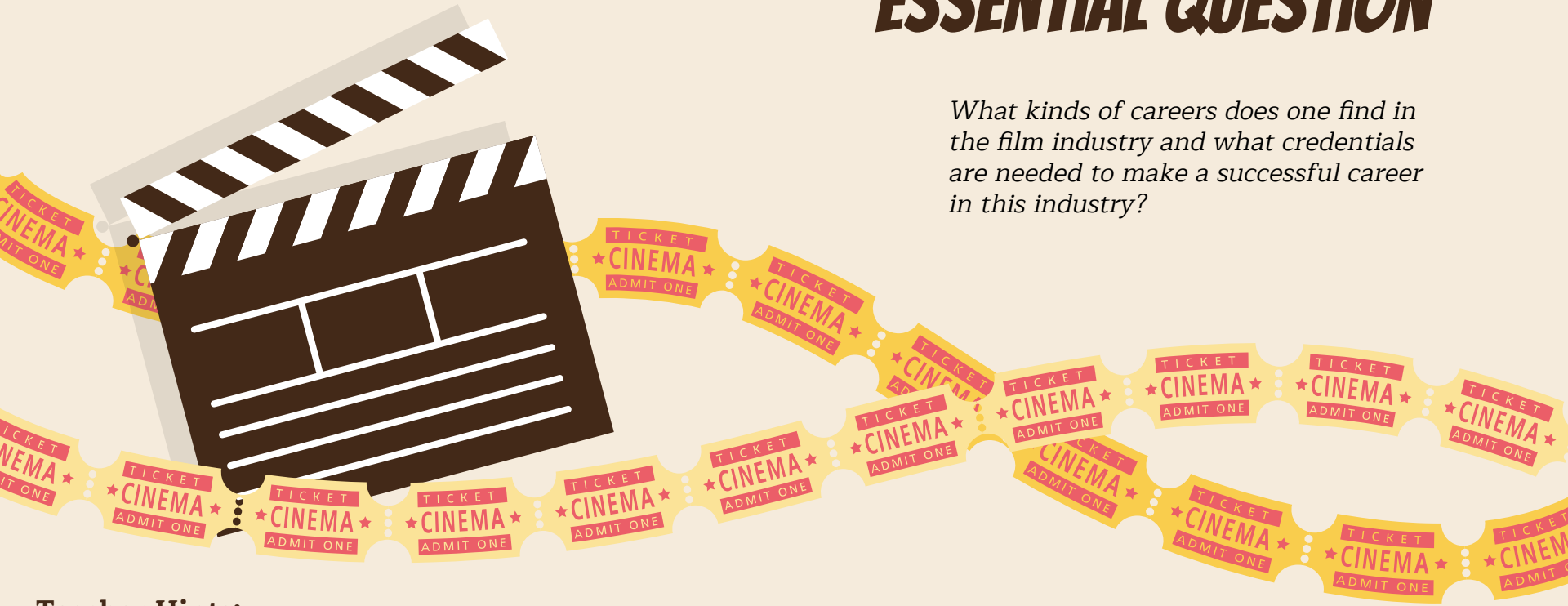
CAREERS IN THE FILM INDUSTRY

Pursue the different career
paths in the film business

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ESSENTIAL QUESTION

What kinds of careers does one find in the film industry and what credentials are needed to make a successful career in this industry?



Teacher Hints:

- Also can be done in any order after the introduction.
- If your school will allow it, I would watch a good portion of a film with the students and collaborate on a review together so they understand the process.
- I would also take one of the examples in the link for Task #3 and grade it together using the rubric.

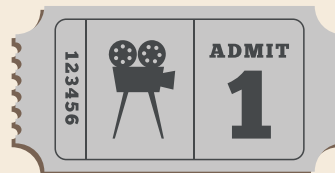
[Return to “Weekly Content” slide](#)

LEARNING OBJECTIVES

Students will be able to:

Read

About possible careers
in the film industry
(music and non-music
related)



Learn

About different
reviewing techniques
that the critics use



Review

The music from a film
of his or her choosing

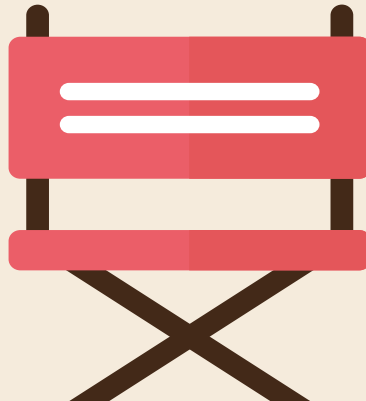
[Return to "Weekly Content" slide](#)

STUDENT TASKS

Task #1

Use the following [link](#) to review the career possibilities in the film industry.

Then, complete journal entry #6, [here](#).



Task #2

Analyze the important components in writing a movie review. Tips can be found [here](#), [here](#), and [here](#).

Then, complete journal entry #7.



Task #3

Choose 1 movie (PG-13 or lower) to watch.

Write a film review (#8) with a strong focus on the music. Several great examples can be found [here](#).

Also, check out the rubric, [here](#).





MUSICAL ELEMENTS

Analyze the musical elements
and their part in film
composition

[Return to “Weekly Content” slide](#)

ESSENTIAL QUESTION

How do musical elements help composers achieve their purpose when score writing?



Teacher Hints:

- This unit should precede Week #6's content.
- Consider that it may take more than 1 scene and more than 1 watch per scene for students to really analyze the musical elements.
- My students have enjoyed finding an image on their own and using the musical elements to describe what would be the music if the picture was live-action.

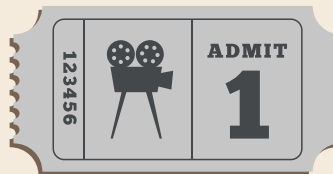
[Return to “Weekly Content” slide](#)

LEARNING OBJECTIVES

Students will be able to:

Review

Elements of music and
define them



Analyze

A famous scene and
discuss how the
elements helped the
success of the scene



Evaluate

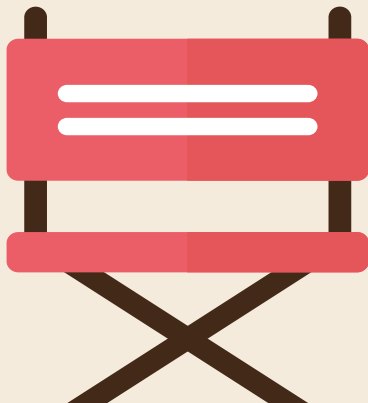
A still image using the
musical elements to
determine the best
composition skills to
match the image

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STUDENT TASKS

Task #1

Review musical elements on the next slide. Define **three** of the most important terms, in your opinion, in journal entry #9, [here](#).



Task #2

Watch the following scene: [King Kong Fights T-Rexes](#)

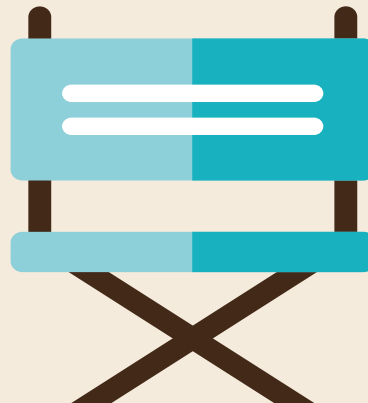
Using journal entry #10, describe how the elements helped the music achieve its purpose.



Task #3

Find a picture showing the opposite of the King Kong scene (think of a kittens playing, for example).

Use journal entry #11 to fill out the elements you would use if you were writing the music to accompany this “scene.”



MUSICAL ELEMENTS



Instrumentation

The specific instruments heard in the music



Tempo

The speed of the music
I.e. largo, allegro



Dynamics

The volume of the music
I.e. forte, mezzo piano



Texture

The layers of the music
I.e. how many instruments are playing at one time?



Tone

The mood of the music
I.e. warm, bright



Melody, Rhythm & Harmonies

The choice of pitches and duration of notes
I.e. is the melody singable? Long notes vs. short?

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COMPOSITION PROJECT

Create your own underscore for
a silent clip



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ESSENTIAL QUESTION

How can I use elements in music to create my own score?



Teacher Hints:

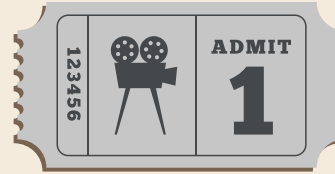
- This week's content is the newest for me with using Chromebooks so if you try this week with your students, please let me know how it works out for you! I also believe this week alone could and should be broken down into a 2nd or 3rd week.
- Make sure you take the time to research at least one of the programs listed well-in advance so you can help your students.
- Again, it might be worth going over a sample project and the rubric with your students before they start.

LEARNING OBJECTIVES

Students will be able to:

Research

The best program to create a composition



Compose

An underscore to accompany a silent film clip provided by the teacher



Share

Final project with their peers to receive feedback

[Return to "Weekly Content" slide](#)

STUDENT TASKS

Task #1

Browse [Soundtrap](#) and [Chrome Music Lab](#) for ease of use. Attempt a mini composition to get a feel for each program’s features. I **recommend trying the tutorials in Soundtrap to start (4th choice from the tabs at the top).**

Then, complete journal entry #12, [here](#).



Task #2

Using your chosen program, create a composition using our musical elements to accompany this [clip](#). Or make your own.

You may use journal entry #13 to brainstorm. Combine your audio and video files using [Clipchamp](#).



Task #3

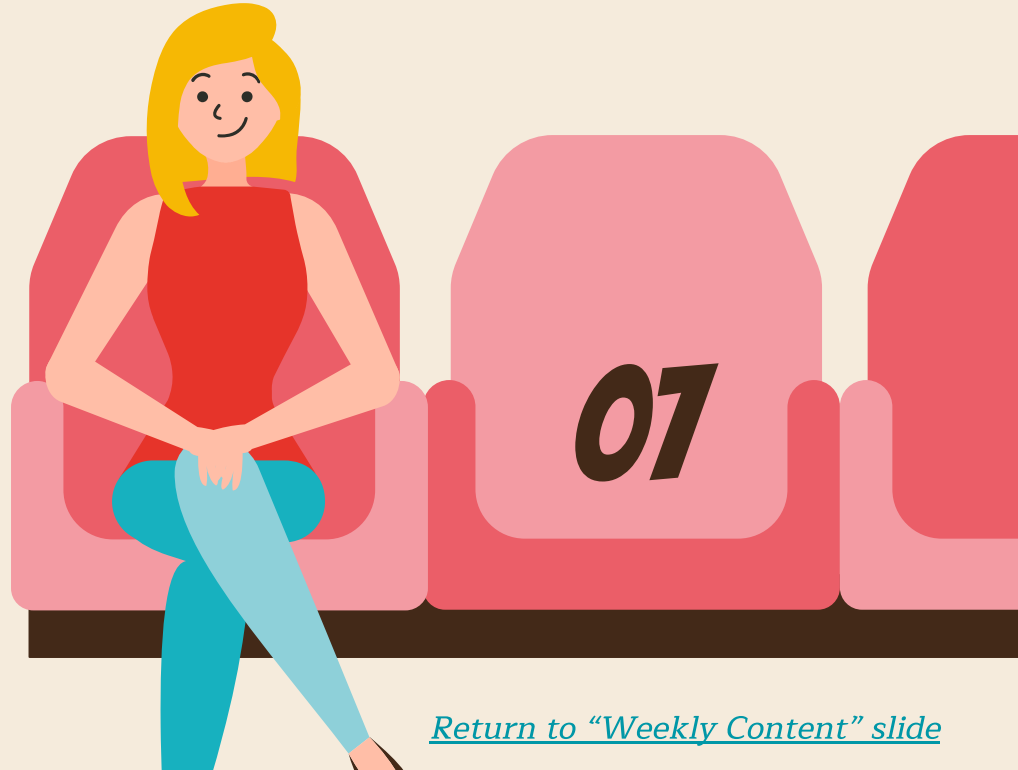
Share your compositions in Schoology. Comment on at least **2** of your peers’ compositions.

Check the criteria that will be used for grading your project, [here](#).



REFLECTION ON FILM UNIT

Reflect on new knowledge
gained throughout the unit



[Return to “Weekly Content” slide](#)

ESSENTIAL QUESTION

What has the virtual learning process been like for me in terms of my general music skills/knowledge?



Teacher Hints:

- This week was mostly written for student feedback on the film unit and virtual learning, in general.
- I plan on using the Google Form with all of my classes at the end of this year so that's why some of the questions read oddly specific. This way I will be able to sort the data better, but it will be in one Google Sheet.

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LEARNING OBJECTIVES

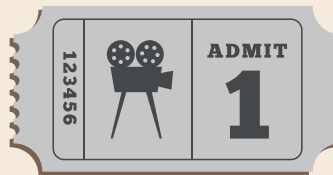
Students will be able to:

Reflect

On the past 7 weeks
and new knowledge
learned

Compare

The virtual learning
compared to
face-to-face instruction



Compose

A paragraph explaining
his or her personal
experience throughout
the virtual unit

Rank

The most
valuable/appreciated
topics discussed in this
unit

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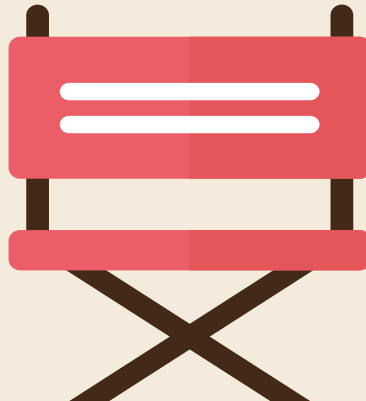
STUDENT TASKS

Task #1

Reflect on the past 6 weeks of instruction on film music.

What did you learn?

Then, go back to your KWL in your workbook and complete the L category for #2.



Task #2

Compare your virtual learning with our face-to-face instruction.

What were the pros and cons of this virtual unit?

What was your overall experience while learning about film music?

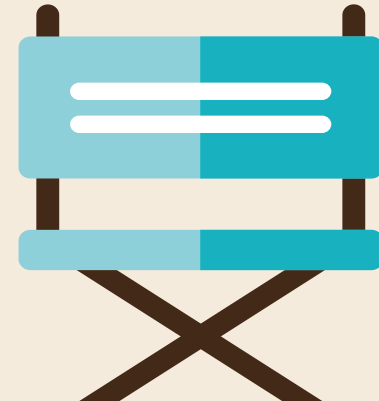
Complete journal entry #14.



Task #3

Rank the weekly topics according to its valuableness/personal interest, in your opinion.

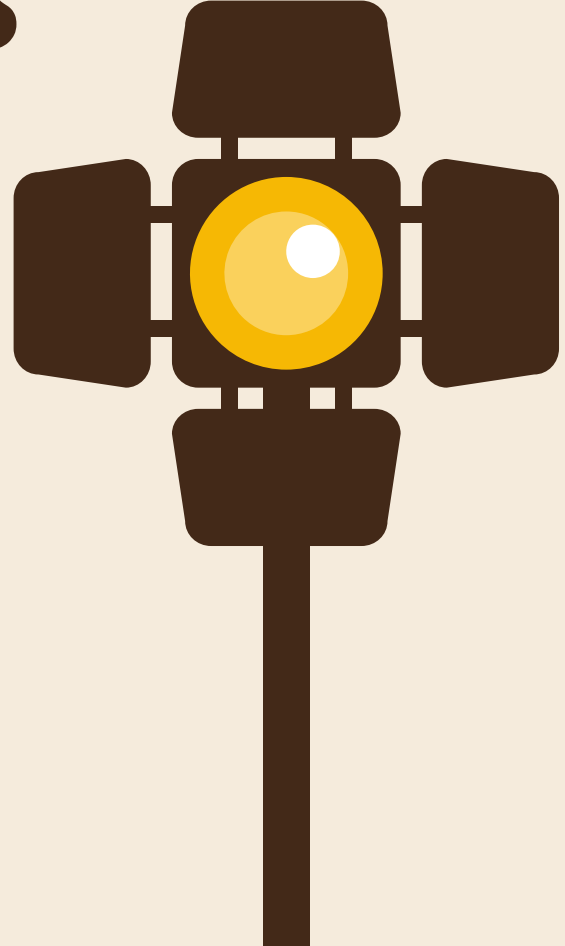
Complete journal entry #15 to do this.



HELPFUL HINTS FOR TEACHERS

Helpful Hints

- Students need to sign-up for Kahoot and Soundtrap
 - You should sign-up well in advance to get a feel for all the programs referenced in this unit.
- Think about choice of assessment for your students
 - This will help students become more comfortable with the virtual learning if they have multiple opportunities to demonstrate their learning
- When sharing the link to this presentation and workbook with students, remember to edit the link such that they can only view it
 - This will force them to make a copy of your files



RESOURCES

Here are all the links to the resources used in this unit broken down by the week:

Used Every Week

- [Student Journal/Workbook](#)

Week #1

- [Star Wars Scene WITHOUT Music](#)
- [Star Wars Scene WITH Music](#)
- [Movie Theme Kahoot](#)

Week #2

- [Generic Source #1 \(Purpose of Music in Film\)](#)
- [Generic Source #2 \(Purpose of Music in Film\)](#)
- [Generic Source #3 \(Purpose of Music in Film\)](#)
- [Where Are We? \(Specific YouTube Example\)](#)
- [Who Is That? \(Specific YouTube Example\)](#)
- [On The Edge Of Your Seat \(Specific YouTube Example\)](#)
- [All The Feels \(Specific YouTube Example\)](#)

Week #3

- [Top 10 Film Composers](#)

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RESOURCES (CONTINUED)

Here are all the links to the resources used in this unit and broken down by the week:

Week #4

- [Career Possibilities in the Film Industry](#)
- [Generic Source #1 for Tips on Writing Film Reviews](#)
- [Generic Source #2 for Tips on Writing Film Reviews](#)
- [Generic Source #3 for Tips on Writing Film Reviews](#)
- [Film Review Examples](#)
- [Rubric for Student Written Film Review](#)

Week #5

- [King Kong Fights T-Rexes \(Example for Further Music Element Analysis\)](#)

Week #6

- [Soundtrap Website](#)
- [Chrome Music Lab Website](#)
- [Silent Clip for Composition Project](#)
- [How to Use Clipchamp](#)
- [Rubric for Silent Film Composition Project](#)

Week #7

- [Optional Google Form for Reflection \(Can Use Instead of Workbook\)](#)

[*Return to “Weekly Content” slide*](#)



THANKS

Do you have any questions?

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