

NYS Standards

#MU:Cn10.0.H

Process Component: MHI-Connect #10- Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.H.Hs novice

- a. Improvise musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea.
- b. Discuss places, times, and reasons for making and listening to music.
- c. Consider personal accomplishments and experiences in shaping new musical goals.
- d. Identify how sound is created on a familiar instrument and other sound sources.

MU:Cn10.0.H.Hs intermediate

- a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.
- b. With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.
- c. Describe effective strategies for reaching a musical goal that is of importance to you.
- d. Express and share an original musical idea or emotion using instrumental resources.

MU:Cn10.0.H.HSI

a. Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.

#MU:Cn10.0.C

Process Component: MTC Relate 11

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.C.HSI

Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.

#MU:Cn10.0.T

Process Component: MTS Connect 10

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

MU:Cn10.0.T.HSI

Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.

#MU:Cn10.0

Process Component: Relate

Anchor Standard: Relate and synthesize knowledge and personal experiences to make art.

Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to in

Essential Question: How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration? What inspires and informs the creative work of musicians?

MU:Cn10.0.7

- a. Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music.
- b. Relate music to personal accomplishments or experiences.
- c. Express and/or share an original musical idea or emotion by using technological resources.
- d. Describe how sound is created on a variety of instruments and other sound sources.

Unit Goal:

The students will, through analytical, imaginative, technological, and creative activities, experience the musical domain of film scoring.

Objectives

Teacher Perspective

- Students will, after watching and listening to a video with contrasting musical examples set to the same film clip, write relevant, analytical responses to questions eliciting their perceptions of how these examples differently inform the watching experience.
- Students, having completed the prior objective, will share their insightfully written responses with small groups.

- Students will, given silent film clips, collaboratively evaluate these options according to their greatest interest and their perceived potential for music setting and indicate their choice of one of the clips in a worksheet provided by the teacher.
- Students will, by substantively responding to questions in the same worksheet, analyze their chosen film clip and imagine/plan the music they will set to it.

Common Core Skills

Students will express their musical perceptions and intentions through the written word.

Music Education Approaches/Philosophies

As Elliott and Silverman (2015) explain, creativity must be defined according to context. By utilizing the area of film scoring, this unit defines a particular domain and relevant process in which students may engage in order to purposefully and creatively compose and evaluate original musical work of others and themselves.

Educational Context

The students have watched movies before, likely including some or all of the options provided for this project. Additionally, they are familiar with GarageBand from previous class use and possibly outside experience.

Classroom Materials

- ‘Do Now’ on Smart Board: Discuss the following question with your peers - “What movies can you think of that have memorable music in them? What makes it so memorable?”
- [Video example](#) of movie scene with contrasting music settings
- [Worksheet](#) (in Google Classroom) with questions to answer about the video example
- Folder on each of the Macs in the room, each containing one (different) movie scene with sound removed (transferred using a USB stick)
- [Additional worksheet](#) with questions to aid in the planning of students’ original film score
- GarageBand equipped computers

Procedure

Introduction (3 minutes)

- “In a couple minutes we’re going to watch a video. In the meantime, follow the Do Now on the board.”
- Attendance will be taken

Lion King opening scene with contrasting music settings (19 minutes)

- Video will begin playing
- “Okay, now that we’ve watched that once together, everyone get their laptops. In your Google Classroom, you’ll find a doc with a link to the video we just watched and some questions to fill out about it. Everyone should do this on their own. You’ll have 15 minutes before we come back together to discuss our next step.”
- Students will procure laptops, login, and fill out the worksheet on the video example, watching the video additional times on their own as necessary.
- “Okay, now get into groups of two or three people and share with each other what you’ve written.”
- “Okay, eyes up. Before we move on, each group is going to share at least one thing that you wrote down, or some other relevant thought about the clip.”

Activity 2 (15 minutes)

- “Okay, now let’s form some groups. Each group will need one laptop, so decide who will keep theirs out. The rest of the people in your group should put theirs away. Once you’ve done that, each group should take their one laptop over to one of the macs in the room. I’ll wait until everyone is in place to give the next direction.”
- “Now, on the desktop of each mac is a folder with the title ‘silent scene.’ Go ahead and open that. In it should be some movie scenes that I’ve removed the sound from. You’ll all be composing new music for these. Today, you’re going to watch your scenes and begin planning how that music should sound using a set of questions you’ll find in Google Classroom. This is not a divide-and-conquer task. The more each of you contribute to your group’s answers during the planning, the happier you’ll ultimately be with the music you come up with and the more ownership you’ll feel over them.”

Extension

- “If you’re finished with both worksheets, go online and see if you can find some different pieces of music that achieve what you want your score to. Listen to what you find and think about how you might take some ideas from it.”

Conclusion (last 6 minutes)

- “Okay before we finish, each group share which scene you’re doing and one decision you’ve made about it and why.”
- “Shut down and put away your laptops. Have a wonderful day. I’ll see you tomorrow.”

Lesson Assessment

Students will be assessed on whether they respond to the questions on their worksheets with appropriately analytical, relevant, and substantive observations and ideas. In addition, they will be assessed, through audible spoken contributions and observable listening behaviors, on the level of engagement they bring to small group and whole class discussion.

Lesson Reinforcement/Enrichment

There are numerous other video examples like the one used in the beginning of class, available online, that showcase the difference music can make in film. Students may explore these if they wish. In addition, students will be encouraged to pay attention to how music is used when they watch television or movies on their own.

Instructional Adaptations

In addition to teacher following all specific Individualized Education Program, 504 Accommodation and Behavior Intervention Plans on an individual student basis, lessons are designed to have accommodations for students with:

Learning Disabilities (processing)	Short segments reinforced
Communication Disorders	Response/assessment tailored to include nonverbal way that student can indicate understanding of lesson
Visual and Hearing Impairments	Lessons to reach minimum of four senses simultaneously- aural/visual/tactile/kinesthetic
Orthopedic/Physical/Other Health Impairments	Enforce IEP and make sure classroom is wheelchair accessible

Behavioral Issues	Classroom management in place so student needs are met
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These instructional adaptations represent teaching students with special needs in five domains (cognitive challenges, communication challenges, sensory challenges, physical or medical challenges, and behavioral or emotional challenges) which encompass the current 13 categories for designating students with disabilities.