

MUSIC MAESTRO PRIMARY

UNIT 5.1 – AUTUMN TERM 1 – WHAT A PERFORMANCE 5: SILENT MOVIE

UNIT OVERVIEW

In this unit of work, pupils will compose music in response to a silent movie. They will create a graphic score (incorporating some staff notation where applicable) and read/perform from it in sync with the silent movie clip, playing a range of tuned and untuned instruments. When composing they will study a number of worked examples of 'Programme Music' and silent movie accompaniment. They will explore how different instruments - and how they are played - can help them to develop a descriptive soundscape for themselves. They will record their music and review it, evaluating their work.

LINKS TO PRIOR LEARNING

Pupils are becoming familiar with composition having encountered opportunities to compose in each of their previous year groups. In particular, pupils may recall work from Unit 2.2 where they created graphic scores to create a response to a musical stimulus (ie car race/rocket launch). Their knowledge of notation from Y3 and 4 may allow some pupils to write and perform from tuned instruments. They may also use major and minor chords (Unit 4.6) to develop a sense of mood.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Remind pupils that in Y2 they created a graphic score and performance. Can they recall what a graphic score is and how they presented it ready to perform? What were the challenges they faced at the time? LEARN Explain to the pupils that they will be creating a graphic/notated score to help them accompany a silent movie. They will be finding ways to create music to paint a musical picture of the movie. Introduce the concept of programme music as a way of telling a story. Listen to the introduction (Track 1) to Peter and the Wolf by Sergei Prokofiev. Discuss why each instrument/motif has been chosen to represent a particular character. Relate this to pitch, timbre, tempo, dynamic etc. Sit back and enjoy tracks 2-13, (the whole story).	✓ Know that programme music is written to tell a story, or to depict a scene ✓ Describe the characteristics of musical instruments and how they match characteristics or moods	Graphic score	Programme music

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	REVIEW Can we classify instruments into certain groups, based on their characteristics? Eg pitch, timbre, percussion, tuned, rhythmic, who plays what in our class? Keep a copy of this class document for future reference.			
2	RECAP Can pupils name the characters in Peter and the Wolf and match the instruments to each? What type of music is this? What will the pupils be doing later in the unit? LEARN Listen to Short Ride in a Fast Machine (Adams) . Don't tell the pupils what the name of the piece is. Can they imagine what the music is trying to describe? Tell the pupils the title and then listen again. Which elements of this music help them to imagine a ride on a fast machine? Rhythmic percussion – the engine? High pitched woodwind 'swirls' – wind, or swerving about Brass rhythms – energy/fast movement through the air/across the ground Cymbals – breaking the sound barrier? As a class, develop a graphic score for this piece of music, to incorporate those elements you picked out. Create a class graphic score for the first 40 seconds of the piece. Break each new musical development into a different section: ie 0-0:16, 0.16- 0.26, 0.26-.034. For each instrument, or musical idea, use a graphic score to represent it. Listen to the music again and follow it through the graphic score. REVIEW What instruments would you consider using to describe a scene on a slow, flowing river? How would you use these instruments? Justify your choices.	✓ Can produce and follow a graphic score to represent different sounds in a piece of programme music ✓ Can describe musical choices to match events or characteristics	Graphic score Programme music Woodwind Brass Percussion Strings	
3	RECAP Write your own definition of the word 'programme music'. LEARN	✓ Know the origins of silent movies and explain how music helps to entertain	Graphic score Programme music Woodwind	

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	Remind pupils they will be writing a piece of programme music to accompany a silent movie. Explain who Charlie Chaplin was and how his work was necessary as recording sound and vision together was not possible until the 1920s. Show them ‘The Lion’s Cage’, a silent movie performed by Chaplin. Play it a couple of times. Ask them to make notes about the instruments they hear, or how and when they are played, whilst watching. Tell the pupils that you will watch it again. Divide them into small groups of around 4-6. This time, they are allowed to use their voices to make any sounds they wish in response to the video (this time with the sound off). Let each group have a go. It doesn’t have to be rehearsed, just improvise. Then, in their groups, pupils will begin to plan how they might use different instruments or musical ideas for their own version. At this stage, they are just formulating ideas and writing them down. REVIEW Why were movies silent in the early days of film? How does music help the viewer to enjoy the movies more?	✓ Create musical responses to the stimuli of a silent movie	Brass Percussion Strings	
4	Recap Recall definitions for crescendo, decrescendo, accelerando, rallentando. How might pupils use these instructions in their silent movie compositions? LEARN In the same groups as the previous lesson, pupils should gather and experiment with a range of tuned/untuned musical instruments – and their voices – to develop a composition to accompany the movie. They should present their composition on a graphic score. This score can be broken into 20 x 10 second ‘bars’ to help set it out. They may wish to use notation as part of this score. Ensure that you are constantly working with each group, assessing their ideas and helping them to structure them onto the score. They will need to	✓ Know how to time a graphic score against a movie clip ✓ Represent musical ideas using a graphic score or simple notation ✓ Perform as part of a group, from a graphic score	Graphic score Programme music Silent movie Charlie Chaplin Crescendo Decrescendo Accelerando Rallentando	

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	rehearse these ideas repeatedly. They should have a laptop or iPad per group with which to view the video and perform against.			
	REVIEW Watch a couple of groups perform their piece so far. What do you think works well? What do you think can be improved?			
5	Lesson 5 is a continuation of Lesson 4. Pupils should continue to develop, adapt and rehearse their scores. By the end of the lesson, each group should have accomplished the following: ✓ Produced their graphic score ✓ Rehearsed their performance ✓ Performed to the class, using their score (With the performance recorded) WHAT A PERFORMANCE 5: A selection (ideally all of them) of these will be performed in front of the whole school as part of an assembly.	✓ Know how to time a graphic score against a movie clip ✓ Represent musical ideas using a graphic score or simple notation ✓ Perform as part of a group, from a graphic score	Graphic score Programme music Silent movie Charlie Chaplin Crescendo Decrescendo Accelerando Rallentando	
6	ASSESSMENT: Can confidently and accurately perform a part within a graphic score Can explain musical choices for instrumentation in programme music	Exceeded	Secured	Below

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UNIT GLOSSARY

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Graphic score	A form of musical notation that uses images, symbols, and pictures instead of traditional notes to convey musical ideas
Programme music	Instrumental music that aims to represent a story, poem, scene, or idea, through musical means.
Crescendo	Gradually getting louder
Decrescendo	Gradually getting softer
Accelerando	Gradually getting faster
Rallentando	Gradually getting slower (often at the end of a piece of music)
Crotchet	A note worth 1 count.
Minim	A note worth 2 counts.
Quaver	A note worth half a count. Two quavers equal 1 count
Stave	5 lines, equally apart, upon which musical notes are placed
Treble Clef	A symbol to show where to place notes on a stave. The treble clef is sometimes called the G Clef as it centres on the G line.
Ledger line	An extra line added above or below the stave