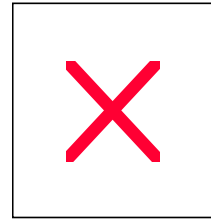


FILM MUSIC – YEAR 8 MUSIC



**Starring Year 8 Students
Opening soon in classrooms everywhere**

Imagine this scene:

It's early evening. The beach is quiet except for the sound of waves gently breaking on the surf.

One young man enters the water, tired after a day's work.

He swims out, enjoying the coolness of the waves and of the breeze.

He doesn't see the dark shape forming below him...



What would the music sound like?

Would the music remain the same or not?

What instruments can you imagine playing?

What could be used musically to build the drama?



These questions would be asked of the film music composer all the time!

Have a listen to the "Main Themes and First Victim" from Jaws, composed by John Williams....



Since the 1930's, film music has been conveying ideas to the audience through composed music, together with the visuals.



- | |
|--|
| <p>The main functions of film music are:</p> <ol style="list-style-type: none"> 1. to depict the time and place of the movie/scene setting 2. to convey character or ideas 3. to create the mood or atmosphere 4. to express emotion 5. to provide source music heard or played by characters |
|--|

Another function for a film score may also be a collection of songs appropriate to the style of movie. This however does not involve any specific composition by the film composer.

DEPICTING TIME AND PLACE

To evoke means to call up or produce a feeling, memory or thought. The film composer aims to use their music to reinforce and enhance the scene being watched.

As you listen to the four music excerpts, write down any ideas you have about the time period and place evoked.

Write down also the musical clues that demonstrate these ideas eg. instruments, dynamic, melody, sound effects etc.

Soundtrack 1:

Soundtrack 2:

Soundtrack 3:

Soundtrack 4:

CONVEYING CHARACTER OR IDEAS

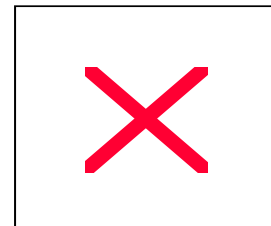
In a novel, an author can easily build up a picture of a character for the reader through words. In a film, it is not so easy.

The viewer cannot expect to fully understand what a character is like by simply seeing him/her on the screen. This is often where the composer comes in, being required to write music that will give clues about the characters.

Composing for film involves manipulating melody, rhythm and instrumentation to provide the character's personality and motives.

Title: The James Bond Theme

Composer: Monty Norman arranged by David Arnold



Section A	Section B	Section A(2) and Coda

1. In the appropriate section columns, place the following terms:

Crescendo Jazz style mezzo forte forte coda electric guitar
introduction repetition trumpets trombones saxophones
4/4 time signature

2. What instrument is heard playing the main melody?

3. In Section A(2) how is the main melody different?

5. The main melody in Section B is also repeated. What happens to the melody in the second playing?

6. This theme conveys the aspects of the James Bond character. List these, and anything in the music which supports it.

7. Listen to a theme from a movie with a similar character. List some describing words about this character, and the aspects in the music which support this.

CREATING A MOOD OR ATMOSPHERE

One of the most important functions of film music is to create a mood or atmosphere, to prepare the audience for what they are about to see.

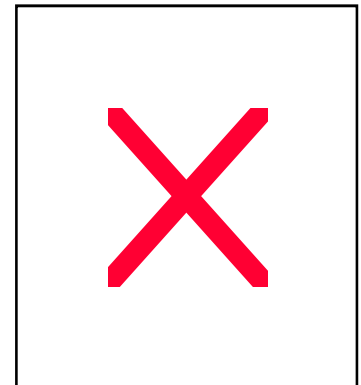
The music must complement and reflect what's happening on screen.

The on screen elements such as colours, size, brightness, speed of movement etc and the soundtrack for the scene must match.

Title: "The Steward of Gondor" from Return of the King

Composer: Howard Shore/Billy Boyd

1. Describe the visuals for opening sequence (0.00 to 1.20)



2. What instrument plays the main melody?

3. What mood does this produce?

4. What instrument plays the next main melody? (1.22)

5. How does it change the previous mood?

6. The dynamics change slightly at 2.04. What happens here musically?

7. A percussion instrument is introduced at 2.11. What can you sense in the mood and visuals?

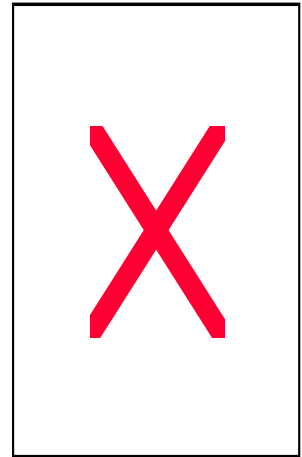
8. Strings and brass play from 2.19. How does the scene change again?

9. What is the effect of the solo voice at 2.36? Why do you think there are no accompanying instruments for the opening?

10. The music becomes dissonant. What do you think this means, and what is the effect on the mood?

Title: "The Might of Rome" from Gladiator

Composer: Hans Zimmer/Lisa Gerrard



1. The opening dynamics are mostly piano/mezzo piano. What does that mean?

2. Percussion instruments are heard from 0.22. List these in order of appearance.

3. Why do you think Hans Zimmer chose such a low bass melody for this visual sequence?

4. What do you imagine happening on screen? Describe the visuals.

5. The tempo accelerates from 1.50. Why? Describe the visuals.

6. *Vocals are used from 2.20. Describe the visuals here.*

7. *The tempo slows down at 2.56 and the instrumental texture is not as busy. What's happening on screen?*

8. *What instruments are predominant here, and what effect does it create?*

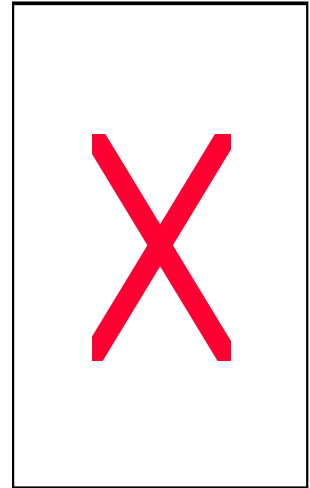
9. *A fanfare melody is heard throughout. Why, and what effect is created?*

10. *A choir is heard at 4.47. Why, and what effect is created?*

Title: “The Imperial March” from The Empire Strikes Back

Composer: John Williams

1. *The mood of this piece is menacing and threatening. List at least three reasons why.*



2. *What instruments are being used predominantly to give a military style to this piece?*

3. *Why do you think John Williams inserted a **piano** section at 0.46?*

4. *What is the effect of the brass at the background and the strings in the foreground?*

5. *There is a transposition of the melody at 1.43. What does this mean?*

6. *The strings play “off the beat” at 2.15. Chocolate frog to the person who can find out the musical term for playing off the beat.*

7. *What is the final dynamic marking?*

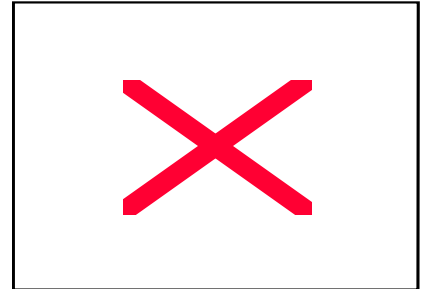
EXPRESSING EMOTION

Music is used to express a character's emotion and inner thoughts. It is also used to elicit the audience's emotions and inner thoughts.

Title: "Gonna Fly Now" from Rocky

Composer: Bill Conti

1. Describe the emotions elicited by listening to this.



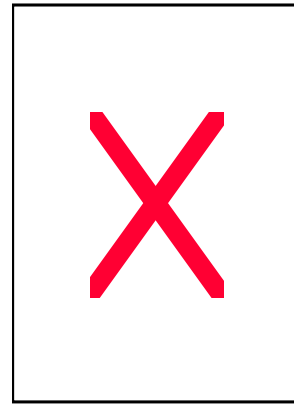
2. List the instruments involved here.

3. What effect does the "fanfare" have to this piece?

4. Describe the time signature and tempo markings.

Title: "Finale" from The Godfather

Composer: Nino Rota



1. From what you assume of the Godfather character (Vito/Michael Corleone), what effect does this gentle theme have on your emotions?

2. What does this folk like tune convey about Michael Corleone's emotion and inner thoughts?

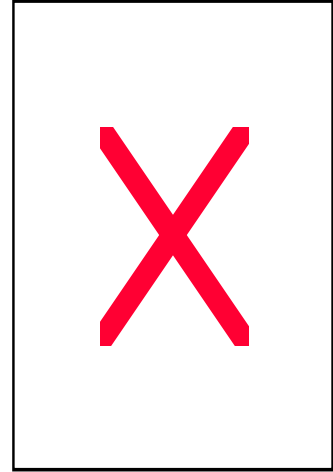
SOURCE MUSIC

Source music is music being heard, sung or played by characters within the movie.

Title: “Cantina Band” from Return of the Jedi

Composer: John Williams

In the movie Return of the Jedi, John Williams composed music for an alien band, in a scene in which Luke and Obi Wan Kenobi enter a bar.



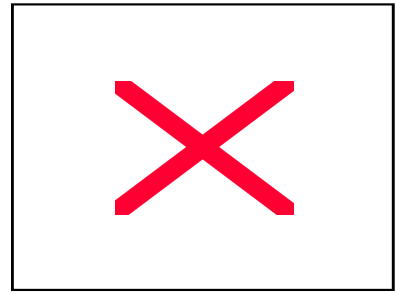
1. What unusual instruments can you hear that give the impression that this is not just an ordinary jazz band?

2. Draw a picture of this alien jazz band. Give them a band name!

Title: Summer Nights from Grease

Artists: John Travolta/Olivia Newton-John

Composer:



1. The bass and piano play in unison. What does this mean?

2. How does the vocal ensemble develop, and why?

3. What is the musical term for when two or more parts interact and answer each other?

4. What happens at 1.40?

5. What words do the back up vocals use?

6. Chocolate frog for the person who can find out what the musical term for question 4 means.

7. What happens at 2.24?

8. What is the song about?

9. John Travolta sings in a particular way at 3.18. What is this called?

MUSIC SELECTION FOR MOVIE SOUNDTRACKS

Some movie soundtracks are comprised of a selection of songs which convey a sense of movie genre, style, character and mood.

Title: Goldfinger Theme from Goldfinger

Artist: Shirley Bassey

In the James Bond films, the opening sequences are always the same:

Action sequence/Moving target/Title song with visuals and credits

He's the man,
the man with the midas touch.
A spider's touch.
Such a cold finger.
Beckons you to enter his web of sin
But don't go in.

Golden words he will pour in your ear,
But his lies can't disguise what you fear,
For a golden girl
knows when he's kissed her,
It's the kiss of death from

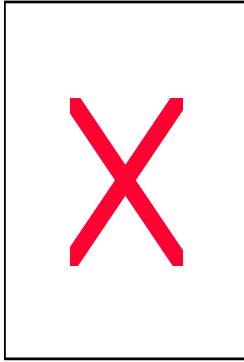
Mister Goldfinger.
Pretty girl beware of this heart of gold
This heart is cold.

Golden words he will pour in your ear,
But his lies can't disguise what you fear,
For a golden girl
knows when he's kissed her,
It's the kiss of death from

Mister Goldfinger.
Pretty girl beware of this heart of gold
This heart is cold.

He loves only gold,
Only gold.
He loves gold.
He loves only gold,
Only gold.
He loves gold.

What musical themes/instruments can you hear that match this with a James Bond film?



Title: "You Know My Name" from Casino Royale

Artist: Chris Cornell

If you take a life do
you know what
you'll give?
Odds are, you won't
like what it is
When the storm
arrives, would you
be seen with me?

By the merciless eyes of deceit?

I've seen angels fall
from blinding heights
But you yourself are nothing so divine
Just next in line

Arm yourself because
no-one else here will save you
The odds will betray you
And I will replace you
You can't deny the prize
it may never fulfill you
It longs to kill you
Are you willing to die?

The coldest blood
runs through my veins
You know my name

If you come inside
things will not be the same
When you return to the night
And if you think you've won
You never saw me change
The game that we all been playing

I've seen diamonds
cut through harder men
Than you yourself
But if you must pretend
You may meet your end

Arm yourself because
no-one else here will save you
The odds will betray you
And I will replace you
You can't deny the prize
it may never fulfill you
It longs to kill you
Are you willing to die?

The coldest blood
runs through my veins

Try to hide your hand
Forget how to feel
Forget how to feel

Life is gone with just a spin of the wheel
Spin of the wheel

Arm yourself because
no-one else here will save you
The odds will betray you
And I will replace you
You can't deny the prize
it may never fulfill you
It longs to kill you
Are you willing to die?

The coldest blood
runs through my veins
You know my name

What musical themes/instruments can you hear that match this with a typical James Bond film?

Assignment 1: Preparing a CD Movie Soundtrack

Task Part 1: Write a short story. Topic is of your choice, but must be G/PG rated with content and language.

Make sure this has a beginning/middle/end.

Length is AT LEAST 1 page (A4) **DUE DATE:**

Task Part 2: Compile a CD listing of music that you would have on the soundtrack to your movie.

Pick songs and artists appropriate to the style of the movie.

You need at least 5 songs that would match the narration of your story. **DUE DATE:**

Task Part 3: CD Cover

Design a CD cover showing the following:

- front cover: name of movie, action shots/characters
- inside or back sleeve: track/song names, band/artists, composers, copyright information

DUE DATE:

	Highly Accomplished			Accomplished			Capable			Developing			Beginning			
Story	Name and form of student displayed. Excellent structure. Excellent spelling and punctuation use Original use of character and plot development. Interesting storyline Clear typed/Handwritten presentation			Name and form of student displayed. Good structure Good spelling and punctuation use Some original use of character and plot development Interesting storyline Mostly clearly typed/handwritten presentation			Name and form of student displayed. Some structure evident Most spelling and punctuation use correct Some original use of character and plot development Basic storyline Legible typed/handwritten presentation			Name and form of student displayed. Basic structure evident Some spelling and punctuation correct Some original use of character and plot development Very basic storyline Some legible typed/handwritten presentation			Name and form of student not displayed. No structure evident No original use of character and plot development No spell checking used Messy storyline Illegible typed/handwritten presentation			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
CD Listing	Appropriate choice of songs Consideration of audience 5 or more songs included			Appropriate choice of songs Consideration of audience 5 or more songs included			Some appropriate songs Some consideration of audience 5 songs included			Few appropriate songs Limited consideration of audience Less than 5 songs included			No appropriate songs No consideration of audience Less than 5 songs included			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
CD Cover	Clean legible neat presentation Excellent use of graphics/colours Spell check used CD case included			Mostly clean neat legible presentation Good use of graphics/colours Spell check used CD case included			Legible neat presentation Some use of graphics/colours Spell check used CD case included			Legible presentation Basic use of graphics/colours Spell check used			Untidy presentation No use of graphics/colours No spell check			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Use of class time	Always used class time well Focused on getting task completed. Never distracted others.			For the majority, used class time well. Mostly focused on getting task completed. Occasionally distracted others.			Used class time well during each period. Usually focused on getting task completed. Occasionally distracted others.			Used some of class time well during each period. There was some focus on getting the task completed but occasionally distracted others			Did not use class time to focus in the tasks. Often easily distracted or distracting others			

Assignment 2: Create a Movie Poster

Task: Design and draw a promotional poster for your film.

You need to consider the following:

- characters - credits and acknowledgements
- moods - scenes from the movie
- time/settings – “catch phrase”
- style of movie ie action/romance/comedy/family/animation

Presentation: Poster needs to be at least A4 size.

	Highly Accomplished			Accomplished			Capable			Developing			Beginning			
Content	Name and form of student displayed. All criteria well considered Close relevance to story			Name and form of student displayed. All criteria well considered Close relevance to story			Name and form of student displayed. Most criteria well considered Some relevance to story			Name and form of student displayed. Limited criteria considered Limited relevance to story			Name and form of student not displayed. No criteria considered No relevance to story			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Presentation	Excellent use of graphics/pictures/text Clear and uncluttered layout Poster at least A4 size			Good use of graphics/pictures/text Clear and uncluttered layout Poster at least A4 size			Some use of graphics/pictures/text Mostly clear layout Poster A4 size			Limited use of graphics/pictures/text Some attempt at layout Poster A4 size			No use of graphics/pictures/text No attempt at layout Poster is presented on ripped/crumpled paper			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Use of class time	Always used class time well Focused on getting task completed. Never distracted others.			For the majority, used class time well. Mostly focused on getting task completed. Occasionally distracted others.			Used class time well during each period. Usually focused on getting task completed. Occasionally distracted others.			Used some of class time well during each period. There was some focus on getting the task completed but occasionally distracted others			Did not use class time to focus in the tasks. Often easily distracted or distracting others			

Assignment 3: Compose a film trailer soundtrack

Task: Choose one of the two trailers. You are to compose music to accompany the visuals.

You need to consider:

- character
- mood
- time/setting
- emotion

Presentation: LogicAudio file to be played with the trailer visuals.

DUE DATE:

	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Accomplished			Accomplished			Capable			Developing			Beginning			
Content	Competent use of appropriate musical tools. All sound samples/loops are highly relevant. Work is exceptionally well presented in terms of layout, design and neatness. Form and structure strongly considered. Texture strongly considered. Melody/harmony highly relevant. Name and form of student displayed.			Good use of appropriate musical tools. Most sound samples/loops are relevant. Work is well presented in terms of layout, design and neatness. Form and structure well considered. Texture well considered. Melody/harmony are relevant. Name and form of student displayed.			Some use of appropriate musical tools. Most sound samples/loops are relevant. Work is presented in terms of layout, design and neatness. Some form and structure considered. Some texture considered. Most melody/harmony relevant. Name and form of student displayed.			Limited use of appropriate musical tools. Limited use of relevant sound samples/loops Some layout, design and neatness considered. Limited use of form and structure. Limited use of melody/harmony Name and form of student displayed.			No appropriate use of musical tools. Irrelevant use of sound samples. No use of form/structure No use of melody/harmony Name and form of student not displayed Work is poorly designed and presented. Very messy.			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Presentation	Presentation is <3 mins in duration. All tracks appropriately mixed.			Presentation meets the time requirement. Most tracks appropriately mixed.			Presentation is 2 mins in duration. Some tracks mixed.			Presentation is 1 minute in duration. Some tracks mixed, but is unfinished. Texture is "muddy"			Presentation is insufficient in length. No tracks are mixed. Texture is "muddy"			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Use of class time	Always used class time well Focused on getting task completed. Never distracted others.			For the majority, used class time well. Mostly focused on getting task completed. Occasionally distracted others.			Used class time well during each period. Usually focused on getting task completed. Occasionally distracted others.			Used some of class time well during each period. There was some focus on getting the task completed but occasionally distracted others			Did not use class time to focus in the tasks. Often easily distracted or distracting others			

