

PART A: LESSON PLAN - 15 marks (DO NOT EXCEED 2 PAGES)

Year/Level: Year 7/Stage 4
Syllabus topic: Music for Radio, Film, Television, Multimedia

LESSON TOPIC: "TRAILER TREASURE: USING MUSIC TO ENTICE AN AUDIENCE"**STUDENTS' CHARACTERISTICS:** Mixed ability.**DURATION:** 60 mins**Prior knowledge/skills required**

- Understanding of the musical concepts
- Knowledge of different types of movie soundtracks
- Computer skills
- This is the 5th lesson in the 10 lesson Unit of Work on Film Music.

Resources:

- IWB, example assignment, school intranet or wikisite for sharing project results.
- Laptops/computers, with headphones, coupler jacks and access to speakers.
- Recording mics for extension students.
- Software - Garageband (other options include Acid and Soundation depending on school resources).
- *Alice in Wonderland* movie trailer (Disney, 2009) in Garageband-compatible format (eg Quicktime) <http://youtu.be/9POCgSRVvf0>
- Scaffold worksheet which outlines the project requirements and outcomes, detailed process method, software instructions, assessment rubric, and submission checklist. Instructions include links to deapseamusic.com (created by Dan Portis-Cathers) tutorials on using Garageband to create soundtracks.

Learning environment: Students work in pairs at desks, sharing one laptop or computer per pair, wearing headphones coupled through jacks. IWB needs to be in the same room as the computers. Teacher needs to be able to walk around the room to monitor students. In an ideal music classroom setup, computers (Macs) are facing the walls so that teachers can easily see the screens from the centre of the room.

Context: This lesson focuses on the initial stage of a 3-lesson composition project built on a movie trailer, using the pedagogical method of Cognitive Apprenticeship (CA). Students will learn to use Garageband, and will follow initial teacher instructions as well as experiment with the software themselves. Teachers will guide students in the initial stages of setting up the interface and finding instruments, but will then allow students to collaborate and experiment amongst themselves. Teachers will be on hand to provide practical help with the software but can also act as a critic when asked.

Choice of ICT: Garageband has been chosen for ease of use, rich choices of instruments, ability to record live instruments (for extension students), enabling students to experiment/mix sounds to produce a quality composition, as well as ability to import/export movie clips using a timeline for composition. Most schools have this software or an alternative such as Acid. Soundation is an online alternative for schools with no music software. Through the use of this software, students will experience a real-life, relevant example of using technology to collaboratively create a soundtrack, evaluating their own progress through playback of video/audio, and building knowledge of a method which is typically used in the film music industry.

Assessment of learning: Summative assessment - students will upload their finished trailers to a wikisite or intranet desktop. Fellow students will provide peer feedback and the teacher will assess the finished trailers. This is the main assessment for this unit of work, and at least three lessons are required to complete the project (depends on whether students have laptops/online access that they can use outside of class time, or if they only have fixed desktop computers).

LEARNING OUTCOMES: 4.4 understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing; 4.5 notates compositions using traditional and/or non-traditional notation; 4.6 experiments with different forms of technology in the composition process; 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context; 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Lifskills outcomes: LS.4 experiments in making musical sounds; LS.5 experiments in organising musical sounds; LS.6 experiments in representing and recording musical sounds; LS.10 engages in performing, composing and listening experiences for enjoyment

GENERAL CAPABILITY: Literacy - students communicate with each other and through music, students comprehend assignment requirements, students compose a dramatic work, students evaluate and share ideas, students work in collaboration, students talk about their own work.

STUDENTS LEARN TO: - experiment and improvise in pairs using a movie trailer stimulus, typical of film music

- organise musical ideas from premade software instruments/loops/ sound effects into a simple composition
- explore forms of musical notation, including Garageband, as a method of recording their own musical ideas.

STUDENTS LEARN ABOUT:

- experimenting and improvising music representative of 21st century film music
- creating simple compositions in collaboration
- notating compositions using Garageband

Timing	Lesson content	Student activity	Teacher activity
5 to 10 mins	Play movie trailer from <i>Alice in Wonderland</i> (Disney, 2009) and make short points on how music has been used for engagement with the visual medium.	Listen to teacher instructions. Watch the trailer, critically listening for different musical instruments, musical styles, sound effects, voice overs and the use of silence. Offer observations to the class. Offer opinions on audience engagement via the trailer's soundtrack.	Guided listening: Introduce the movie trailer to the class. Prior to playing, ask students to listen out for musical instruments, musical styles, sound effects, voice overs and use of silence. After playing, ask for student responses. Ask for student opinions about audience engagement via the trailer's soundtrack.
10 mins	Introduce project and setup interface (Garageband and Quicktime movie).	Choose a peer student to collaborate with. Listen to teacher instructions, follow IWB Garageband demonstration, and set up Garageband interface for the project. Save the project.	Teacher hands out project scaffold worksheet and quickly details the process for the construction of the project. Using the IWB, teacher guides the students in a step-by-step way to set up the interface for the project, including importing the movie file into Garageband, saving the project and setting up the screen with video timeline and finding instruments.
10 mins	Example - add instruments to trailer.	Find a stringed instrument and add a pulsing bass line. Find a percussion instrument and add a beat. Find a sound effect and add at one point. Play these back to decide on suitability.	Guide the students to find a stringed instrument, a percussion instrument, and a sound effect, and demonstrate how to add these to the timeline.
25 mins	Collaboration and composition - students work together to create their own movie trailer soundtrack.	Continue to work collaboratively to experiment and compose. Ask when help is needed. Regularly listen to soundtrack alongside video to make choices about dramatic suitability.	Monitor students and guide/ help where needed.
5 to 10 mins	Save and upload project. Pack up.	Save project and upload to intranet or class wikisite. Close programs, log off class computers (if applicable) and pack up.	Ask students to save their project and upload to the intranet or class wikisite. Check to make sure that all students have done this. Ask students to close programs, log off, and pack up. Remind students of next stage to project (continuation of collaboration with aim to submit in 2 lessons' time).