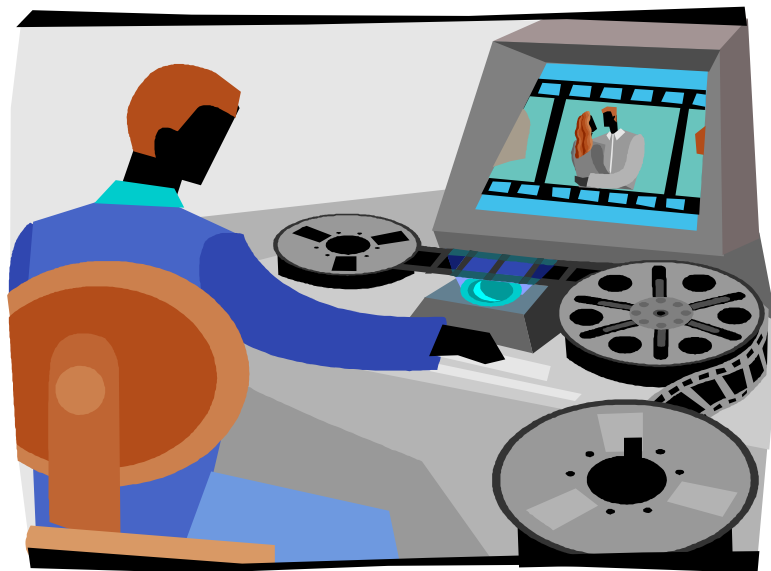


# Year 9

## GCSE Music Project:

### Film Music



**Name:** \_\_\_\_\_

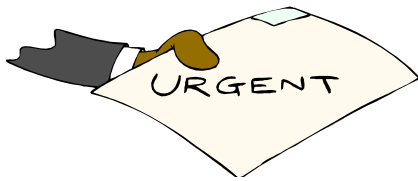
**Tutor Group:** \_\_\_\_\_

# What is this project about?



The aim of this project is to give you the experience of composing music the way you would in Year 10. During this project you will experience this by:

- ✓ learning about the elements of music and how they apply to composition at GCSE
- ✓ learning how to use Sibelius
- ✓ learning how to use a composition brief
- ✓ learning about the assessment criteria for composition at GCSE
- ✓ writing a piece of film music for a given scene using Sibelius or an instrument of your choice



## Important Key Words

### **Elements of Music**

Things like tempo, dynamics, pitch, rhythm, harmony – which all make music more interesting.

### **Sibelius**

The computer programme you may be using to compose your piece of music.

### **Composition brief**

The guidelines that you have to base your composition on.

### **Assessment Criteria**

The things that are used to assess your composition.

### **Realisation**

The recording or performance of your composition.

### **Score**

The way you represent the sound of your composition on paper. You have to produce one of these for GCSE.

# The Elements of Music



## Dynamics

How loud or soft the music is. Examples include:

<b>Crescendo</b>	Gradually getting louder
<b>Decrescendo/Diminuendo</b>	Gradually getting quieter
<b>Piano</b>	Soft
<b>Mezzopiano</b>	Medium soft

<b>Pianissimo</b>	Very soft
<b>Forte</b>	Loud
<b>Mezzoforte</b>	Medium loud
<b>Fortissimo</b>	Very loud

## Rhythm

The length/duration of the notes. The main note values are:

**Semibreve (4 beats)**



**Minim (2 beats)**



**Crotchet (1 beat)**



**Quaver (1/2 beat)**



**Semiquaver (1/4 beat)**



## Pitch

How high or low the music is. Variations in pitch make your music more interesting.

## Tempo

How fast or slow the music is. Examples include:

<b>Allegro</b>	Fast
<b>Adagio</b>	Slow

<b>Presto</b>	Very fast
<b>Largo</b>	Very slow

## Texture

The 'thickness' of the music – how many instruments are playing at any one time.

## Tonality

Whether the music is **major** (happy sounding) or **minor** (sad sounding).

# Film Music Listening Task



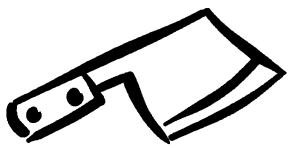
You are going to watch a number of film extracts. For each one, make notes on what you hear going on in the music using the table below. We will then discuss what you have written down afterwards.

<b>Lord of the Rings</b> Scene 1: suspense scene				
Dynamics	Pitch	Tempo	Texture	Tonality
<b>Lord of the Rings</b> Scene 2: love scene				
Dynamics	Pitch	Tempo	Texture	Tonality
<b>Matrix Reloaded</b> Scene 1: fight scene				
Dynamics	Pitch	Tempo	Texture	Tonality
<b>Matrix Reloaded</b> Scene 2: chase scene				
Dynamics	Pitch	Tempo	Texture	Tonality

## GCSE COMPOSING Assessment Criteria

- ✓ **The imaginative use of sound**
- ✓ **A sense of musical balance, form and structure**
- ✓ **The working and development of musical ideas**
- ✓ **An understanding of the chosen medium and of instrumentation, timbre and texture**
- ✓ **Appropriate use of musical elements, devices, tonalities and conventions**

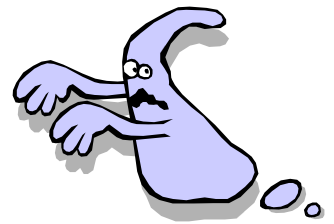
<b>0-5</b>	Candidates will demonstrate a rudimentary understanding of how sounds are organised. The outcome is likely to be only modestly successful and often inconsistent in its deployment of resources. Candidates for whom any form of composing or arrangement is difficult are likely to be placed here.
<b>6-10</b>	Candidates will demonstrate basic understanding of how sounds are organised and a successful use of simple resources in response to a given or chosen brief, which itself may be of limited ambition. Compositions in this mark range are likely to show limited coherence.
<b>11-15</b>	Candidates will demonstrate increased understanding of how sounds are organised and competent use of resources in response to a given or chosen brief. Compositions in this mark range may show greater coherence but with limitations in the handling of musical ideas and the deployment of resources.
<b>16-20</b>	Candidates will organise sounds to produce effective compositions with a sense of structure and some attempt at colour. They will show that they can work confidently in the chosen medium or style. The intentions generated by the given or chosen brief will mostly be appropriately and successfully realised. Compositions at this level will demonstrate competence in writing for the chosen resources.
<b>21-25</b>	Candidates will demonstrate a successful and imaginative organisation of sounds and use of resources in ways which are appropriate to the chosen medium or style and which are appropriate to the intentions and to the nature of the given or chosen brief. In this mark range compositions will demonstrate flair, effective and idiomatic use of instruments, voices and sound sources and use rhythmic devices and dynamic contrast to create appropriate colour and mood. There will be a sense of wholeness in musical terms that is clearly based on a realisation of the major elements of the given or chosen brief.
<b>26-30</b>	In this mark range compositions will be musically interesting and satisfying through the successful and imaginative organisation of sounds in ways that make inventive and idiomatic use of the chosen medium or style. They will demonstrate a completeness in which the wholeness of the music is founded on the successful realisation of the given or chosen brief. At this level compositions will show strengths across most, if not all, of the musical aspects listed above, successful deployment of available/chosen resources and a clear demonstration of the candidate's intentions through the score, annotation and recording.



# GCSE Music: Film Music

## Writing Horror or Suspense Music

### Some Composition Tips



The tips below would be particularly effective when writing music for a horror or suspense scene, but all the techniques can be applied to any type of composition for good effect. Use this sheet to help and inspire you while writing your Integrated Assignment.

Use what?	For what effect?
<b>Rhythm</b>	
Dotted notes	Sense of tension
Quick notes i.e. those with small time values	Sense of tension, racing heartbeat, fast-moving steps, gun shots etc.
<b>Pitch</b>	
Extremes of pitch	High pitch can create effects like screams, squeaking doors etc. Low pitch low pitch can create footsteps, heartbeats etc.
Moving quickly from high to low	Can create tension, uneasiness, feeling of suspense.
<b>Tempo</b>	
Static versus moving	Can create tension, fear eg. low-pitched instruments playing long notes, while upper instruments are playing fast-moving broken chords (arpeggios).
Use of variations in tempo	Show the changes in the action eg. slow steps = slow tempo versus running = fast tempo.
<b>Dynamics</b>	
Extremes of dynamics i.e. moving quickly from very loud to very quiet	Can create a sense of chaos, fear, uneasiness etc.
Crescendos and decrescendos	Building of tension.
Using a wide range of dynamics	Create a dramatic piece of music.
Use of silence	This is very effective in creating or breaking tension.
<b>Repetition</b>	
Using repeated motifs or melodies	Creates tension – think of the <i>Jaws</i> theme! A theme that is repeated can represent footsteps, a heartbeat,

	etc. Listener doesn't know what's coming next, is waiting for things to change.
<b>Articulation</b>	
Accents	Very effective in creating tension – can be used to make the listener jump unexpectedly! Can add to things you are already using.
Staccato versus legato	Creates variety and can highlight what is happening in the music.
<b>Texture</b>	
Choice of instruments	Affects the impact of the melodic material that you are writing – eg. violins versus double basses, trombones versus flutes etc.
Number of instruments	Affects the impact of the music, can add to the effect you are wanting to create eg. person alone = few instruments; crowd running = many instruments.
<b>Harmony</b>	
Clashing notes	Very effective way of creating tension, especially when used unexpectedly, and with accents.
Notes that blend	Effective way of contrasting the really tense sections with those sections where there is perhaps a let up in the tension.



# Film Music Brief

This is the framework for your composition. You must stick to it as closely as you can.

Compose music to accompany the following scene from a horror film. It falls into five sections. You may wish **EITHER** to follow the suggested timings **OR** to devise timings of your own.

0'00''	A young woman is walking alone along a deserted street. She senses that she is being watched and followed. Glancing around, she sees nothing but starts to walk a little faster.
0'40''	She becomes aware of strange sounds and looks around in fear; again, she can see nothing.
1'10''	The sounds grow louder and nearer. The young woman starts to run. The sounds seem to be coming from all around her and have an unearthly quality.
1'45''	The lights in the street flicker, suddenly become very bright and then go out.
2'05''	The woman fumbles in her bag for a torch and shines it into the darkness as panic overcomes her. She screams in fright at what she sees.
2'30''	End

## Your music should:

- Follow the above outline
- Contain passages of music which describe walking, then running, and which convey a sense of fear
- Have clear musical ideas to represent the strange unearthly sounds which grow louder
- Have musical ideas which convey the lights flickering and then suddenly becoming very bright
- Portray a scream



# Film Music Planning Sheet

Use this sheet to plot your composition out if you want to. You can use it as a planning sheet before you actually start your composition, as well as during the composition process.

Time	Activity	Duration of activity	Composer's notes Use this space to write down your ideas and the notes you use so you do not forget them. You may use manuscript paper if you prefer.
0'00"	A young woman is walking alone along a deserted street. She senses that she is being watched and followed. Glancing around, she sees nothing but starts to walk a little faster.	40 sec	
0'40"	She becomes aware of strange sounds and looks around in fear; again, she can see nothing.	30 sec	
1'10"	The sounds grow louder and nearer. The young woman starts to run. The sounds seem to be coming from all around her and have an unearthly quality.	35 sec	
1'45"	The lights in the street flicker, suddenly become very bright and then go out.	20 sec	
2'05"	The woman fumbles in her bag for a torch and shines it into the darkness as panic overcomes her. She screams in fright at what she sees.	35 sec	
2'30"	End		

# Film Music Log

This section of your booklet is for you to use when working on your film music composition.



## Important Points:

- ◆ You **must** keep a log of **everything** you do when working on your composition. This will get you into a good habit for Year 10 – when you need to be able to write about how you created your composition.
- ◆ All the decisions you make are important – write **everything** down!
- ◆ In the “Progress Made” column make a note of **all** changes that you make or **any** things that you try.
- ◆ If you discard anything that you try, **explain why**.

<b>Date</b>	<b>Progress/changes made</b>

<b>Date</b>	<b>Progress/changes made</b>

<b>Date</b>	<b>Progress/changes made</b>

# Assessment

Using the Assessment Criteria on page 5, you are going to assess your peers' compositions that you hear today. You are also going to assess your own composition, and write about what you have thought about this project.



## Self Assessment

What new things have you learned during this project? Is there anything you have learned to do better?

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Looking at the assessment criteria on page 5, write an assessment of your composition and give yourself a mark out of 30.

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**Mark:**     /30

**Grade:**

	<b>Maximum Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Composing</b>	100 (%)	90	77	63	50	42	35	28	22

What have you enjoyed the most about this project?

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Is there anything you would change in the way the project worked?

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Listening to the other compositions, give them a mark using the criteria on page 5. There is space for you to write comments if you wish to.

<b>Name</b>	<b>Comments</b>	<b>Mark/Grade</b>

If applicable, give yourself a target for GCSE Music:

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