ACTION PLAN FOR LEARNING
Joshua Brumbaugh 7/15/11

TITLE
“How a Film Composer Writes for Movies”

SUBJECT AREA/GRADE LEVEL
Music/High School General Music (9-12)

INVESTIGATIVE QUESTION
What goes into the process of scoring music for a film?

ACADEMIC STANDARDS

PA Standards:
9.1.12.A: - Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12.B: - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.D: Demonstrate specific styles in combination through the production or performance of a unique work of art (Combining film and music)
9.1.12.F: Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
9.1.12.J: Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

R11.B.3.1 - Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.

National Music Standards:
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Other Related Standards (COMMON CORE)
- Writing Standards – Grade 9-10 - Types and Purposes for Writing
- Writing Standards – Grade 9-10 – Research to build and present knowledge
LEARNING OBJECTIVES

1. Students will understand the relationship between visual and musical arts (Cue points, building tension and emotion)
2. Students will grasp the evolution of music in film and how everything began.
3. Students will understand how music relates to history and culture during the birth of film.
4. Students will be able to describe both music and scenes with the absence of the other.
5. Students will compose original music to a silent movie.

DURATION

This lesson is designed to take place over the course of 5-7 lessons with the following topics being covered per lesson: Nickelodeons, cue points, various film composers (John Williams, Danny Elfman, Bernard Herrmann), Film composition project using Sibelius, etc. The final day of class will be the presentation of the video compositions.

MATERIALS AND CITATION OF RESOURCES

Primary Sources:

1. Title: First movie theatre (Nickelodean). Pittsburgh, Pennsylvania
   Date Created/Published: [between 1935 and 1942]
   Repository: Library of Congress Prints and Photographs Division Washington, DC 20540 USA http://hdl.loc.gov/loc.pnp/pp.print

   http://www.loc.gov/pictures/item/fsa1998020552/PP/

2. Title: The Serenaders (Movie)
   Date Created/Published: United States : American Mutoscope and Biograph Company, [1899?]

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3. **Title:** The Music of E.T. – Discussion with John Williams (video)  
   **Date Created/Published:** Sep 25, 2008  
   **Repository:** YouTube  
   [http://www.youtube.com/watch?v=gVpCqBgVrTg](http://www.youtube.com/watch?v=gVpCqBgVrTg)

4. **Title:** Charlie Chaplin video “The Kid”  
   **Date Created/Published:** March 9th, 2008  
   **Repository:** YouTube  
   [http://www.youtube.com/watch?v=qNseEVlaCl4&feature=related](http://www.youtube.com/watch?v=qNseEVlaCl4&feature=related)

5. Examples of previous student’s assignments as starting points.

**INQUIRY BASED INSTRUCTION**

I will use an Inquiry-Based Model with the following components:  
**Questioning** – Students will be asked to answer questions individually and in groups relating to the relationship between music and a scene (time period, mood, setting, cue points)  
**Researching** – Students will look through various early videos on Library of Congress website to formulate ideas for their composition. Various primary resources used for this lesson include pictures of original scores, original videos of player pianos/movies, original pieces written by other students used in the past for example. 

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Discussing – Students will discuss their finding from their research with the class and use this for the basis of selecting their videos.

Creating – Students will compose music to their own video they select from the Sibelius site (Share link) as well as describe a movie to a piece of music both provided and selected by them.

Reflecting – Students will be asked to present their video compositions to the class. As each student watches their classmates’ videos, they will keep a written reflection log that will be collected at the end of the activity. This log will included guided questions such as “At which points in the film do you think this student did an effective job with their interpretation?” “Does this music fit the movie’s tone?”

Assessment – Students will be graded on 4 things in total: 1. Presentation of their movie with composed music 2. Reflective log of all students presentations 3. Writing a scene to accompany provided music 4. Writing a scene to accompany self-selected music.

DESCRIPTION OF PROCEDURES

Day 1-Day 7 (Activities planned)
1. Open ended diagnostic questions for class discussion: “In what films do you find the music memorable? Why do you think this is?”
2. Discuss how film music became a part of early picture shows. (Use primary source #1, picture of early Nickelodeons - http://www.loc.gov/pictures/item/fsa1998020552/PP/).
4. Have students listen to various pieces of music and write an idea for a movie scene (Use Jerry Goldsmith’s “The Trek” from Planet of the Apes as well as Opening Credits of “Catch Me if You Can”).
5. Homework Assignment: Have students bring in their own music to play for class and repeat this assignment with student music and in groups.
7. Watch video of Charlie Chaplin’s “The Kid” http://www.youtube.com/watch?v=qNseEVlaCl4&feature=related with a stop watch running and the sound off. Ask the students to describe where the hit points are and types of music that should occur there. Other leading questions: What do you think the mood of the music is in this scene? What instruments would best portray the characters in this scene? Discuss as a class.
8. In a new class, have students on computers searching for their own videos on SibeliusEducation.net or on Library of Congress website. Once students decide on a video, have them upload it into Sibelius.
9. For next few classes – have students work on their projects of composing music to the video – show the class how to sync the music with the sheet music as well as how to insert cue points to the score.
10. Once students have completed their assignment, take a class and present the videos to the class as students write reflections in their Reflection Log. Reflections should express appropriateness of instrumentation, mood, timing, etc. Collect and grade the Logs at the conclusion of all the videos.

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## ASSESSMENT RUBRIC

Holistic Rubric for Grading Final Video Presentation and Reflection Logs:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | - Relationship with music and movie is exceptional and best portrays mood/tone/setting/characters with music style/instrumentation/scoring  
      | - The music makes strong use of hitting all specific cue points in the video  
      | - The music follows the emotion or path of the video and includes rises/falls/expression  
      | - Music is inventive and contains excellent creativity that fits with the tone of the movie |
| 3     | - Relationship with music and movie is decently connected and adequately portrays mood/tone/setting/characters with music style/instrumentation/scoring  
      | - The music hits roughly 80% of all cue points in the video  
      | - The music makes an effort to follow the emotion or path of the video and includes occasional rises/falls/expression  
      | - Music makes an effort to be inventive and contains adequate creativity that fits with the tone of the movie |
| 2     | - Music written for the movie occasionally connects and makes a passing effort to portray mood/tone/setting/characters with music style/instrumentation/scoring  
      | - The music hits roughly half of all cue points in the video  
      | - The music and the emotion or path of the video is slightly connected through sparing use of rises/falls/expression  
      | - Music mostly lacks originality and creativity that fits with the tone of the movie |
| 1     | There is little to no relationship between the music and the movie, and little if any of the written music portrays the mood/tone/setting/characters  
      | - The music makes little or no effort to hit all cue points in the video  
      | - The music makes little or no effort to portray the emotion or path of the video through rises/falls/expression  
      | - Music is not thought out at all and shows no connection with the tone of the movie |

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<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Relationship Between</strong></td>
<td>- Relationship with music and movie is exceptional and best portrays mood/tone/setting/characters with music style/instrumentation/scoring</td>
<td>- Relationship with music and movie is decently connected and adequately portrays mood/tone/setting/characters with music style/instrumentation/scoring</td>
<td>- Music written for the movie occasionally connects and makes a passing effort to portray mood/tone/setting/characters with music style/instrumentation/scoring</td>
<td>There is little to no relationship between the music and the movie, and little if any of the written music portrays the mood/tone/setting/characters</td>
</tr>
<tr>
<td><strong>Music and Movie</strong></td>
<td></td>
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<tr>
<td><strong>Attention to Hit Points</strong></td>
<td>- The music makes strong use of hitting all specific cue points in the video</td>
<td>- The music hits roughly 80% of all cue points in the video</td>
<td>- The music hits roughly half of all cue points in the video</td>
<td>- The music makes little or no effort to hit all cue points in the video</td>
</tr>
<tr>
<td><strong>Portraying Emotion of the Scene</strong></td>
<td>- The music follows the emotion or path of the video and includes rises/falls/expression</td>
<td>- The music makes an effort to follow the emotion or path of the video and includes occasional rises/falls/expression</td>
<td>- The music and the emotion or path of the video is slightly connected through sparing use of rises/falls/expression</td>
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<td><strong>Creativity of Music</strong></td>
<td>- Music is inventive and contains excellent creativity that fits with the tone of the movie</td>
<td>- Music makes an effort to be inventive and contains adequate creativity that fits with the tone of the movie</td>
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