

# SOUNDATION SOUNDTRACK COMPOSITION AND FILM FESTIVAL

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## LESSON OVERVIEW

### Artistic Process and Components

Creating—Plan and Make, Evaluate and Refine

Responding—Evaluate

### Anchor Standards

2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
9. Apply criteria to evaluate artistic work.

### Performance Standards

- ◇ MU:Cr2.1.6b—Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- ◇ MU:Cr3.1.6b—Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- ◇ MU:Cr3.2.6a—Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- ◇ MU:Re9.1.6a—Apply teacher-provided criteria to evaluate musical works or performances.

**Essential Understandings**

1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.
2. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
3. Musicians' presentation of creative work is the culmination of a process of creation and communication.
4. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Questions**

1. How do musicians make creative decisions?
2. How do musicians improve the quality of their creative work?
3. When is creative work ready to share?
4. How do we judge the quality of musical work(s) and performances?

**ESTABLISHED GOALS****Students Will**

- ◇ Use [www.soundation.com](http://www.soundation.com) to write a soundtrack to 30 seconds of silent film that:
  - Sounds like music—the music segments are organized and layered so that the beats and pitches align with one another.
  - Effectively enhances and communicates mood and action in the film clip.
- ◇ Evaluate the impact of their own and their classmates' clips, considering the musicality, complexity (number of layers used with varying sounds), and impact by rating as well as commenting about each film score.

**PRIOR KNOWLEDGE****Students Will Already**

- ◇ Understand that music communicates mood and character to an audience. Composers use the style of music (instrumentation, pitch, volume, and speed) to complement the action, mood, character, or feeling in a movie (musical intent).
- ◇ Have experience using Soundation to create music, save files, and share or send MP3 or .sng (song) files.

**KNOWLEDGE / SKILLS / VOCABULARY****Knowledge—Students Will Know**

1. Definition of pitch and tempo.
2. Sounds, instruments, and grooves communicate moods, styles, and feelings.

**Skills—Students Will Be Able To**

1. Match compatible sounds with changing action in a clip.
2. Layer sounds with complementary grooves (in terms of pitch, tempo, rhythm, and style).
3. Evaluate the musicality, complexity, and communication of their and others' work.

**Vocabulary:** beat, file, groove, instrument, layer, MP3 file, mood, musical montage, Soundation (.sng), soundtrack, tempo, pitch (plus additional mood vocabulary depending on the movie clip used)

## PERFORMANCE TASKS AND ASSESSMENT

### Performance Tasks

1. Create a Soundation soundtrack for a silent movie clip.
2. Evaluate several soundtracks using a rating scale, and comment about the effectiveness of other class soundtracks.

### Assessment

1. Teacher observes each final soundtrack in the areas of musicality, communication of musical intent, and complexity.
2. Teacher rates the insightfulness of students' comments about the soundtracks in the film festival.

## LEARNING PLAN

### Establishing and/or Reviewing Prior Knowledge

1. Study of music and mood:
  - a. Students assess various sounds, grooves, instruments, and genres in a musical montage. (The segment of the film *UP* where the couple meets, marries, and grows old together works very well for this.)
2. Soundation experience and work with music and mood:
  - a. Students have time to compose using Soundation successfully.
  - b. Create small products to practice exporting and sharing.
  - c. Practice composing for various moods to build skills in this area.

### The Lesson

3. Tell students they will individually write soundtracks to be featured in a class film festival. Their soundtracks will be rated on musicality, accurate layering of pitch and tempo, and to what extent mood correctly conveys the action in the clip.
4. Show the film clip without sound. Before each time it plays, say "3, 2, 1, click." When students consistently use these words to start their soundtrack, they can time it to the action in the film clip accurately.

Note: Film clips are selected by the teacher. Teachers may select clips from movies or television shows students may know in a variety of styles and genres. Popular movies from their elementary school days or nature documentaries might be appropriate. Use the school's media policy to help you select an appropriate clip.

5. Let the film clip repeat while monitoring students' work and aiding forward progress where necessary. Ask questions about why students have selected specific layers, and guide their discussion toward mood and musical intent.
6. Let students share his/her composition during the process with the whole class. As it plays, the teacher can comment on the positive aspects of the soundtrack, inspiring students to tweak their own, increasing the quality of the work of the whole room. Suggest small improvements toward the final rating.

Note: This informal feedback is important to the learning process of all the students and gives students an opportunity to evaluate the musicality, complexity, and effective communication of their and others' work.

7. Teacher selects two movie clips for students to use as inspiration for two additional soundtracks.

Note: Steps six and seven may be done over three days, with one day for final edits, depending on the school schedule.

8. Students practice composing using the new movie clips as inspiration.
9. Students select their favorite soundtrack and complete final edits on their project.
10. Students submit their favorite final clip for the class film festival.
11. On the day of the festival, watch the clips (without identifying the composers) and rate them.
12. Assess students' final work and the quality of their written evaluations.

### DIFFERENTIATION—Process, Product, or Content

- ◇ Allow students to select movie clips to use as their inspiration.
- ◇ Students with limited writing proficiency might elect to verbally evaluate each clip.
- ◇ Evaluation should always be flexible for students who struggle with various aspects of the process.
- ◇ Allow students to work collaboratively in groups.

### ASSESSMENT TOOL

**Rubric for "Soundation Soundtrack Composition and Film Festival"**

	<b>4 Exceeds Standard</b>	<b>3 Meets Standard</b>	<b>2 Approaches Standard</b>	<b>1 Emerging</b>
<b>Musicality—musical elements of pitch and tempo align to the video</b>	Aligns musical elements in a creative and imaginative manner.	Aligns musical elements appropriately.	Aligns musical elements appropriately most of the time.	Beginning awareness of aligning musical elements.
<b>Communication of music—consistently changes with the action on screen and corresponds to mood</b>	Matches music to the action and mood of the video, creating an intense reaction in the listener.	Matches music to the action and mood of the video appropriately.	Matches music to the action and mood of the video appropriately most of the time.	Beginning to match music to the action and mood of the video.
<b>Complexity—creates multiple layers that are considerate of pitch, rhythm, and style</b>	Creates multiple layers in a creative and imaginative manner.	Creates multiple layers appropriately.	Creates multiple layers appropriately most of the time.	Beginning to use multiple layers appropriately.
<b>Written evaluation—cites specific musical elements used to portray mood and action in the video</b>	Offers insightful and detailed comments on the effectiveness of elements to portray mood and action.	Offers comments on the effectiveness of elements to portray mood and action.	Offers a few comments on the effectiveness of elements to portray mood and action.	Beginning stages of offering comments on the effectiveness of elements to portray mood and action.