



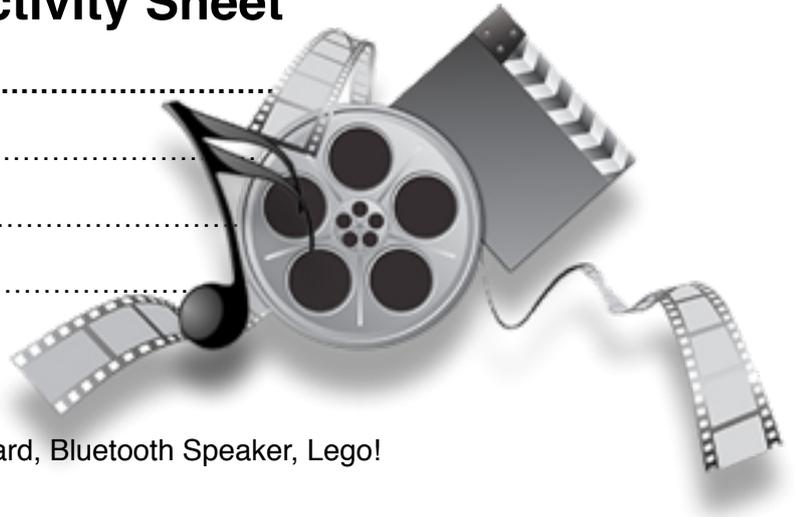
# Lesson Activity Sheet

School: .....

Date: .....

Class size: .....

Year group: .....



**Application used:** Stop Motion

Resources: 15 ipad minis, interactive whiteboard, Bluetooth Speaker, Lego!

## Topic: Music in Films

### Overview:

Music in Films - Students look at film clips without the sound/music. They are asked to describe what they think the mood of the clip should be. Children also describe what they think the music would be like using appropriate vocabulary. Work begins on their own 'stop motion' animated film clip using lego characters.

### Week 4

### Learning Objective/s:

1. To understand and describe the importance of music in films to create mood, feeling and atmosphere.
2. To be able to film a simple animated clip using Stop Motion.

### Learning Outcome:

This week the students will have made a start on their animated film clip using lego characters. The film clip will then form the basis of a 'score' that the children will compose to enhance their clip.

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## LESSON OUTLINE

### Starter input/activity (10 mins)

Students are shown a number of short film clips. After each, they are asked to describe (using appropriate vocabulary) , the mood or tone of the clip and the kind of music they would expect to go with it. After hearing a few contributors the teacher plays the clip with the music and there is another short discussion...was that what they expected...were there any musical techniques they spotted in the music that the composer might have used to achieve that effect etc... And then on to the next clip x 3

### Activity (10 mins)

In pairs and on paper, students are to plan a short 2 mim animated film clip that they might produce using lego characters and stop motion. Ask them to describe the sort of clip it will be e.g. action, romance etc

## **Input - The basics of Stop Motion (5 mins)**

Teacher to show the children the basics of creating an animated clip using Stop Motion. iPad and whiteboard used for this

## **Activity (20 mins)**

The children begin filming their animated clips

## **Plenary/Reinforcement (5-10 mins at the end)**

Were there any problems using Stop Motion? Do any of the children have an idea of the sort of music they are going to compose to enhance their clip?

It is important to gauge the level of learning that has taken place across the whole class and so to that end it is often appropriate to have a show of hands for each learning objective. Pupils can show 1 to 5 fingers indicating how well they feel they grasped each concept or learning objective. Alternatively, you can use a simple sketch app to turn the iPad into a mini whiteboard that they can hold up with a number drawn on.

## **Differentiation and Extension**

More able pupils will use more basic vocabulary while the more advanced children will use more descriptive terminology to describe the music they are listening to. It is hoped that, in a mixed ability environment that the less able children will pick up some good ideas and vocal from the more able.

It might be a good idea to pair a bright child with a not so able child for this exercise so that the slower children are brought along and kept on track. The slower children will be able to adopt a more 'physical' role, moving the pieces etc under instruction from their partner.

## **National Curriculum:**

- 1. Composing**
- 2. Appraising using appropriate vocabulary**
- 3. Recognising specific musical elements**

