

YR3 - Unit title: Film Scoring

Key Concept: Communication

Related Concepts: Composition/Audience

Global Context: Personal & Cultural Expression

Your GRASPS:

Goal: Your goal is to compose a film score to accompany a short movie clip. Your composition should influence the audience's emotions.

Role: You are professional film score composers, whose job is to convey a movie's setting and tone through your music.

Audience: Moviegoers watching the film clip set to your music

Situation: Your challenge will be to convey emotion to the audience through your music.

Product, Performance, and Purpose: Your composition will contain the following elements of music: chord progressions, Major or minor tonality, melody, harmony, rhythm, tempo, and dynamics. It will match the film clip in length.

Standards for Success: Assessment will be rubric-based (individual and group). Objectives A.i, A.iii, C.i, C.ii, C.iii, D.iii.

Procedure for creating your musical composition:

1. Decide what emotion and story you want to convey to the audience. (*group – C.i*)
2. List ways each element of music can be used to convey emotion. (*group – C.ii*)
3. Create and record a GarageBand composition that includes 3 musical devices: 1 chord-making device (keyboard, bass, guitar, strings) and 2 rhythmic (drum, bongo, conga, shaker...) or melodic (woodwinds, marimba...) devices. (*group – C.iii*)
4. Provide a written explanation for the musical choices made (*individual – A.i, A.iii, C.ii*)
5. Present your finished recording with the accompanying film clip to the classroom. (*group – A.i, A.iii*)
6. Based on feedback from the classroom, reflect on the effectiveness of your composition as a means of conveying emotion (*individual – A.i, D.iii*)

Criterion A: Knowing and understanding

At the end of year 3, students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	You did not reach a standard described by any of the descriptors below.
1 - 2	The student: i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language iii. demonstrates limited use of acquired knowledge to inform his or her artwork.	You: i. demonstrate limited knowledge of the elements of music, including <i>some</i> of the following concepts: tone, tempo, dynamic, chord progressions, major and minor keys, the composition process, and limited use of music terms (in English <i>only</i>). iii. demonstrate limited use of acquired knowledge to inform your film score.
3 - 4	The student: i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.	You: i. demonstrate adequate knowledge of the elements of music, including <i>all</i> of the following concepts: tone, tempo, dynamic, chord progressions, major and minor keys, the composition process, and adequate use of music terms (in English <i>only</i>).

		iii. demonstrate adequate use of acquired knowledge to inform your film score.
5 - 6	The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.	You: i. demonstrate substantial knowledge of the elements of music, including <i>all</i> of the following concepts: tone, tempo, dynamic, chord progressions, major and minor keys, the composition process, and substantial use of music terms (in English <i>or</i> Italian where applicable). iii. demonstrate substantial use of acquired knowledge to inform your film score.
7 - 8	The student: i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.	You: i. demonstrate excellent knowledge of the elements of music, including <i>all</i> of the following concepts: tone, tempo, dynamic, chord progressions, major and minor keys, the composition process, and excellent use of music terms (in English <i>and</i> Italian where applicable). iii. demonstrate excellent use of acquired knowledge to inform your film score.

Criterion C: Thinking creatively

At the end of year 3, students should be able to:

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to the point of realization.

Achievement level	Level descriptor	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	You did not reach a standard described by any of the descriptors below.
1 - 2	The student: i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.	You: i. present a limited outline of the mood and plot of your film score, <i>which may lack clarity and feasibility</i> . ii. present a limited outline of alternatives, perspectives, and imaginative solutions in your instrument choices and track layout in GarageBand iii. demonstrate limited exploration of ideas through the duration of the development and creation of your film score.
3 - 4	The student: i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.	You: i. present an adequate outline of the mood and plot of your film score in a clear <i>and/or</i> feasible way ii. present an adequate outline of alternatives, perspectives, and imaginative solutions in your instrument choices and track layout in GarageBand iii. demonstrate adequate exploration of ideas through the duration of the development and creation of your film score.
5 - 6	The student: i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions	You: i. present a substantial outline of the mood and plot of your film score in a clear <i>and</i> feasible way ii. present a substantial outline of alternatives, perspectives, and imaginative solutions in your instrument choices and track layout in GarageBand

	iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.	iii. demonstrate substantial exploration of ideas through the duration of the development and creation of your film score.
7 - 8	The student: i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.	You: i. present an excellent outline of the mood and plot of your film score in a clear <i>and</i> feasible way ii. present an excellent outline of alternatives, perspectives, and imaginative solutions in your instrument choices and track layout in GarageBand iii. demonstrate excellent exploration of ideas through the duration of the development and creation of your film score.

Criterion D: Responding

At the end of year 3, students should be able to:

- iii. evaluate the artwork of self and others.

Achievement level	Level descriptor	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	You did not reach a standard described by any of the descriptors below.
1 - 2	The student: iii. presents a limited evaluation of the artwork of self and others.	The student: iii. presents a limited evaluation of your film score and those of others.
3 - 4	The student: iii. presents an adequate evaluation of the artwork of self and others.	The student: iii. presents an adequate evaluation of your film score and those of others.
5 - 6	The student: iii. presents a substantial evaluation of the artwork of self and others.	The student: iii. presents a substantial evaluation of your film score and those of others.
7 - 8	The student: iii. presents an excellent evaluation of the artwork of self and others.	You: iii. present an excellent evaluation of your film score and those of others.