

# Composition

## Year 6

### Autumn 2

## Unit Overview

### **Lesson One - An Introduction to Composition**

- Play the 'Scoring For Animation' video in its entirety.
- When the video has finished, the children will have a clearer idea on how scoring works for animation. Ask a few questions to see how well they took on the information. What famous films did we see the animation and music of? (Ice Age, Monsters Inc, Up and Moana) Why is music so important for animation? How do the composers know when to time different sections of the music? What different sounds did the composer use for the vegetable character animation and why?
- Before the children move onto the worksheets, show them 'The Blue Umbrella - Short Film' in its entirety. Again, ask questions of the video. What is the Blue Umbrella About? How does the animation manage to charge us emotionally even though we are watching inanimate objects? What are children's favourite parts of the movie? What are the sections that most stand out?
- Hand out the worksheets and let the children have a go with placing different instruments of their choice into the film strip.

### **Lesson Two - An Introduction to Animation Scoring with GarageBand**

- Recap the previous lesson. What is scoring for animation? Why is music so important in film? What is the Blue Umbrella?
- Hand out the worksheets from Lesson 1 and allow the children time to finish their planning.
- Watch the 'Scoring With GarageBand' video in its entirety. When the video has finished, hand out iPads to the class. Ideally one each, with Headphones.
- Take the video back to 3.20m and let the children once again have a look at how I develop the first stage. Take the video through to 5.00m and then let the children try their own first instrument melody. Using their worksheets, ask the children to look at the first picture in the Film Strip and they will have written an instrument or a variety of instruments in the box below it. Use GarageBand, as I do in the video, to find the appropriate instrument. Ask the children to create their own simple melody for the first part of the film. Play the 'Blue Umbrella - Short Film' video from the start until 1.00m, so the children can see what they are composing to, just as the animator did in Lesson 1. Keep repeating the video to give the children plenty of opportunities to try a simple melody with their first instrument.
- Allow some children to come to the front of the class and play their melody alongside the animation.
- Evaluate and discuss what the children have done at the end of the lesson.
- Make sure the children SAVE their work.

### **Lesson Three - Continue to Score with GarageBand.**

- Hand out the iPads to the children making sure they each have the same iPad from the last lesson.
- The children can use Lesson 3 and Lesson 4 to carry on their work, adding instruments to each section of the Blue Umbrella as they go. Continue using the film strip to remind them what instruments they wanted in each section.
- For ease, it might be a good idea to just pick one instrument for each section first. Rather than making things too complicated by adding 3 or 4 instruments for each part.
- The children can record their performance by pressing the red button at the top, or they can simply play their melody as the film plays, live.

#### **Lesson Four - Continue to Score with GarageBand.**

- By the end of this lesson the children should be looking to have created a simple melody or beat for each part of the film strip.
- The teacher must make sure they keep playing the video for the children to see as they are composing. This will allow them to work as an animation composer does.
- As children start to fill their GarageBand score let them come to the front of the class and show their progressive work.
- Remind the class that they are looking at creating a piece of music that fits with the video they are watching. For example, in the storm, they might want to create a strong percussive rhythm on 'Beat Sequencer' as I do in the video. For the gentle sections of the video they might want a solo flute or a solo clarinet. The pieces they create must try and tie in the the dynamics and emotion of the performance.

#### **Lesson Five - Playing the Compositions**

- In this lesson the children will focus on performance.
- For the first half of the lesson, keep playing the full 'Blue Umbrella - short Film' video and allow the children to check that their compositions work in time with the film. If they have recorded their compositions they can simply press play and see if their melodies fit in time with the film, or they can play live.
- In the second half of the lesson allow children to come to the front of the class they play their animations for everyone to hear.
- Discuss and evaluate the performances as they go along.

#### **Lesson Six - Blue Umbrella Percussion Play along**

- To finish the unit, children are going to have a go at playing along to the Blue Umbrella film with percussion instruments.
- Watch through the 'Blue Umbrella - Percussion' video.
- Create the 5 percussion stations ready for your players. All of the instruments are shown on the video. Do not worry if you don't have the exact instrument. For example the Bell Tree or wind chimes or Vibraslap and Flexatone can be tricky to come by so you can use your imagination with what to put in their place.
- Split your class into 5 groups. Allow one player from each group at a time to take their place on their Percussion Station and play along with the music.

***\* If you do not have GarageBand, you have the option of watching the 'Graphic Score' video on the Composition webpage. This will allow the children to create a score using actual percussion instruments in exactly the same way as we did with Garageband. It's a slightly noisy way of doing things but allow those schools without GarageBand to still take part in this scheme. The children fill the score out for each section of the music and ask a group to play along as the film plays.***