

WALT DISNEY PICTURES AND WALDEN MEDIA

PRESENT

-THE CHRONICLES OF- NARNIA THE LION, THE WITCH AND THE WARDROBE

ONLY IN THEATERS
DECEMBER 9

MUSIC AND MOVIES: A SOUND CONNECTION!

GRADE LEVELS: 6-8

SUBJECTS: Music and Language Arts

NATIONAL STANDARDS: Music: NSAE Standard 2: Performing on instruments; Standard 4: Composing and arranging music within specified guidelines; Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts; **Language Arts:** NCTE/IRA Standard 5: Students employ a wide range of strategies as they write and use different writing process elements to communicate for a variety of purposes; Standard 12: Students use written and visual language to accomplish their own purposes; Character Education: Chicago Public Schools Character Education Standard 3: Courtesy; Standard 8: Respect

DURATION: Three 45-minute class periods.

OBJECTIVES: To understand how visual imagery can be the inspiration for musical composition and to explore composition of a movie score.

MATERIALS: Printable *Narnia* scenes available at <http://www.walden.com/narniascenes>; writing materials; classroom musical instruments of choice; markers; large sheets of butcher paper, white/chalk board, or staff paper

PROCEDURES:

Summary: Students will create a musical composition and a descriptive paragraph for a scene from the movie *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. They will then reflect on the importance of music in movies.

1. Explain to students that Harry Gregson-Williams composed the music for *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. Explain to the students that composers who write for movies, such as Harry Gregson-Williams, want to help others see a film through another dimension, which is sound. Ask them to consider the following quotations from Walden Media's interview with Gregson-Williams (available at <http://www.walden.com/narniacomposer>):
 - "[The role of the composer is to] help the director realize his vision for his movie, and perhaps to bring another dimension to this vision (to show him something about his film that he didn't even know through the use of music)."
 - "In *LWW*, because the "world" that it is set in—Narnia—is a place of fantasy, there needs to be a magical quality to many scenes. Music can help this feeling. Also, as seen through the eyes of the four children, it is important that the music reflects their journeys, both physical and spiritual."
2. Invite students to summarize Gregson-Williams' comments in their own words.
3. Choose one of the six Narnia scenes and ask students to discuss, describe and list details of the scene's characters, setting, and plot. This is one way that a composer might brainstorm. Gregson-Williams, for example, watched the film many times to get to know the characters. This helped him create musical ideas, or themes, that were used in his score.
4. As students are brainstorming ideas, ask them to determine the feeling or mood of the scene using details in the image. Share with students that music is used in movies to help tell the story, as it can set a mood, while it *foreshadows, suggests, or supports* the action and feeling of the scene. For the Narnian fantasy world, Gregson-Williams uses music to *support* its magical quality.
5. Ask students to write a descriptive paragraph—as a class, in small groups, or individually—that conveys the details, descriptions, and mood they see in the image. Include this in the final musical performance.
6. Using the scene for reference, invite the students to explain how each

detail could possibly be supported through music. List specific instruments that could provide the tone, color or mood for an element, and discuss how the instruments would be used in a composition. Also list objects in the scene that would create sounds and how these might be incorporated or reflected in the music.

7. Create a short class melody with classroom instruments (xylophones, keyboards, recorders, traditional percussion or wind instruments) to reflect a specific character, plot moment, or mood in the scene. Determine starting and ending notes of the scale to be used, so that all are working within a similar tonality. Also decide upon the dynamics and tempo that would best reflect the visual image. Allow students to use musical instruments to create the melody individually or in small groups.

HINT: Students can use traditional notation on staff paper or various types of icons, depending on the level of music reading proficiency within your classroom. When facilitating a single melody for the entire class, allow students time to improvise and ask volunteers to share their phrases or melodies with the class. These could then be pieced together, if they are similar, or the class can choose one that can be notated, practiced, and performed by all. As this takes place, notate a final version on the board, for all to see. Remember to ask the students to reflect how the melody reflects the scene's plot, characters, or mood and how this is demonstrated within the composition.

8. Create a larger composition by using unique small percussion that can further set the scene. These timbres (ratchets, hand drums, vibraslaps, finger cymbals, etc.) can help to create an introduction, ending, or improvisatory section within the newly composed class melody. Determine the overall form of the final composition, create a title with student input, and practice individually or as a class.
9. Ask a student to conduct the class' performance of the composition. Encourage students to describe and reflect on the process and how music can enhance and further develop a scene while it foreshadows, suggests, or supports the action and feeling of the scene. Encourage students to share how music helps to transport movie-goers into the film and how composers help this happen.

ADAPTATIONS: To support second language learners, create a word list of objects, characters and instruments as they are discussed. Draw simple pictures beside each word to give it visual representation. Pair students in successful partnerships to share instruments and support learning.

ASSESSMENT: Using the student worksheet "Music and Movies: A Sound Connection," have students reflect on how their composition supports the movie scene, describing in detail how the melody, tone, color, dynamics, and tempo support the scene. Then, ask them extend their thinking to consider the more general importance of music to movies and how a composer contributes to a movie's overall effect.

EXTENSIONS: (A) Write to a film composer. Describe the process that the class just experienced, and ask the composer questions that would allow the composer to share his or her composition process. (B) Share with other classes. Create a musical vignette, projecting the image while performing the music live or videotape the composition to share. Have each class write comparison and contrast paragraphs. (C) Make your own movie and music. Have students create a short video of a scene from a story and then compose original music to support it.

