Fine & Performing Arts Department Curriculum Guide　　　　**Music in Film & Multimedia – CP**

Course Description
This course will allow students to explore the psychology of music and how it shapes our thoughts and emotions. They will discover specific ways in which music can be used as an influential tool through various media, as well as determine why some music fits certain situations where other music does not. Film concepts will include many examples of soundtracks, underscoring, and source music. Students will also investigate what makes a catchy jingle in advertising, as well as the composition of memorable themes for television themes. We will also investigate the world of video game music and the current market for composition. Through the duration of the course, students will develop critical thinking skills, collaboration, creativity and innovation, information and media literacy, and contextual learning. This course is for grade 9-12 students.

Content Standards

Cluster 1: Creating art with artistic intent.
Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.

　　Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.

　　Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorms, sketches, outlines), students plan and organize their ideas to best support their artistic intent.

　　Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.

Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.
Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.

　　Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.

　　Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.

　　Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.

Cluster 3: Responding to arts through intellect and emotion.
Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?

　　Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.

　　Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.

　　Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.

Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.
Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.

　　Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.

　　Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.

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Units	Essential Questions	Key Activities May Include:
Term 1 Introduction to Music & Film	• *What are the fundamental elements to listen for in music?* • *How do sound, harmony, melody, rhythm, texture, form, and other elements interact and combine to create music?* • *What is the difference between diegetic and non-diegetic music?* • *What can music do to enhance the experience of watching a film?* • *How are characters represented through music?*	• Class Discussion • Practical Application: Diegetic vs. Non-Diegetic Analysis • •
Term 1 Formal Elements of Film	• *What are the formal elements of film used to create a narrative?* • *What is included in mise-en-scene?* • *What roles do different professionals assume to create a film?* • *What is cinematography?* • *How does the camera function as the "eye" of the observer (types of shots, focal length, lens settings, camera angles, camera movement, editing, framing)?* • *What is the difference between plot and narrative? How does editing help to determine the narrative of the film?*	• Class Discussion • Practical Application: Video Project 1 • Fundamental Elements of Music & Cinematography

Units	Essential Questions	Key Activities May Include:
Term 1 Genre	▪ *What is a genre? What characteristics contribute to describing a genre?* ▪ *What are the original narrative film genres?* ▪ *(Gangster, Film Noir, Science Fiction, Horror, Western, Musical)* ▪ *What is the "lifecycle" of a genre?*	▪ Class Discussion ▪ Practical Application: Genre Identification
Term 1 The Film Score	▪ *What is the history of film music?* ▪ *How has technology influenced the development of film music?* ▪ *What role does the composer play in the creative process of developing a film?*	▪ Class Discussion ▪ Response: Score!, The Sound of Cinema ▪ Film Analysis: Casablanca (1942)
Term 1 Horror & Suspense	▪ *How does music help to create suspense and scare an audience?* ▪ *Who are the typical characters and settings used in the horror genre?* ▪ *What type of lighting, cinematography, and editing are used in the horror genre?*	▪ Class Discussion ▪ Practical Application: Horror & Suspense Clips ▪ Video Project 2: Horror/Suspenseful Scene ▪ Film Analysis: Jaws (1975)
Term 2 Heroes & Villains	▪ *What is the Hero's Journey? How does it contribute to the creation of film narrative?* ▪ *What is an archetypal character?* ▪ *How does music reflect heroic or villainous characters?*	▪ Class Discussion ▪ Practical Application: Hero's Journey Analysis ▪ Film Analysis: The Matrix (1999), Star Wars: A New Hope (1978), Lord of the Rings (2001) ▪ Reflection/Analysis: The Hero's Journey

Units	Essential Questions	Key Activities May Include:
Term 2 Time Travel & Zeitgeist	• *How is the passage of time depicted in various film genres?* • *What is zeitgeist?*	• Practical Application: Time Travel in Film • Film Analysis: The Twilight Zone, Back to the Future, It's a Wonderful Life • Reflection/Analysis: Time Travel
Term 2 Animation	• *Who are the pioneers of animation?* • *How did technology influence the art and science of animation?* • *How is the narrative of an animated film similar or different from a live-action film?* • *What is the role of music in animated films, shorts, and cartoons?*	• Class Discussion • Analysis of animation styles • Film Analysis: Coco, Inside Out • Video Project: Simon's Cat Score • Reflection/Analysis: Legacy of Animation
Term 3 Broadway & Hollywood	• *What types of musical narratives exist? What are their characteristics?* • *What are the types of songs in a musical? How do they advance the plot?* • *What creative artists collaborate to create a musical?* • *How is a musical different from a standard film?*	• Class Discussion • Musical Genre Analysis • Reflection: Broadway: The American Musical • Film Analysis: Les Miserables, Hairspray, Rent, Into The Woods, Hamilton
Term 3 Psychology, Music, & Advertising	• *How is advertising used today? How was it used in the early days of mass media?* • *What types of advertisements exist in the current media climate?* • *How does music enhance an advertisement?*	• Class Discussion • Video Project: Commercial Film Festival

Units	Essential Questions	Key Activities May Include:
Term 4 The Small Screen	▪ *How is episodic television similar and/or different from a feature film?* ▪ *What is a music video? How did change the music industry?*	▪ Reflection: Television Music & Cinematography
Term 4 Adaptive & Video Game Music	▪ *What does psychological research tell us about gaming and gamers?* ▪ *What is adaptive music?* ▪ *What is the history of VGM?* ▪ *What strategies do video game composers and designers use to create adaptive scores for games?*	▪ Class Discussion ▪ Examples of vertical and horizontal VGM compositions ▪ Practical Application: Gameplay & Musical Analysis
Term 4 Connections & Applications	▪ *How has your understanding of music in various media changed as a result of this class?*	▪ Final Project & Presentation