



# Lesson Activity Sheet

School: .....

Date: .....

Class size: .....

Year group: .....



**Application used:** GarageBand

**Resources:** 15 ipad minis, Whiteboard, speaker

## Topic: Music in Films

### Overview:

Work continues on their 'film scores' . Focus on sound effects.!

### Week 7

### Learning Objective/s:

1. To understand the effectiveness of 'sound effects' and to be able to use them to good effect.

### Learning Outcome:

Students will have completed the bulk of their film scores by the end of this lesson and incorporated their own sound effects.

## LESSON OUTLINE

### Starter input/activity (10 mins)

Recap on where we got to last lesson and perhaps replay the sound effects video below.

<https://www.youtube.com/watch?v=Sn6MFI7-gjQ>

Show the children how to use the garage band sampler to record a sound effect, perhaps record a ruler 'twanging' on the desk etc

### Activity (10-15mins)

In their pairs, experiment recording their own sound effects that might be useful in their film scores.

Listen back to them as a class.

### Activity (20-25mins)

Work continues on film scores with continued emphasis on timing. Most pupils should have now recorded their own sound effect to use in their composition and incorporated it.

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

Were there any problems creating their own sound effects with the sampler?! such as ambient noise spoiling the sample?...how did the students overcome?

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

Brighter children will have employed a variety of strategies to be able to record their samples effectively.

As an extension, you could talk to some of the more advanced children about musical DYNAMICS i.e. loud/soft, fast/slow etc

Note, younger or less able children may need quite a lot of 1to1 input as you are moving around the class. Remember to make full use of any teaching assistants if available.

## National Curriculum:

1. Creative media
2. Composition
3. Listening and appraising

