

War Horse

Music from the Stage

Scheme of work for Key Stage 3



Lesson One

Focus – Introduction to theatre scores

Objections for the lessons:

1. Begin to understand the role the score plays in a production.
2. Listen to a varied selection of scores and recognise their difference.
3. Discover what intervals are most important to create the different moods.

Resources:

Access to projector/computer.
Keyboard between groups of five.
Board, pen.

War Horse Trailer

<https://www.youtube.com/watch?v=wujNwkObgN4>

Curious Incident Trailer

<https://www.youtube.com/watch?v=O704ld5WQnk>

Amadeus Trailer

https://www.youtube.com/watch?v=oeulYyGdu_I

Homework

Pupils to choose a theatre score composer and research his life and work



Lesson Plan 1

Time	Teacher Activity	Student Activity
0 – 10 mins	Get students to spend five minutes to discuss in pairs how/why music is used on stage. Write students points down on the board.	Students discuss how music is used in films.
10 – 25 mins	Get students to come up with three plays where the music played a key element. Play the three examples above. Hand out the content sheet onto the board.	Students should note down how the trailers vary. Note answers on the content sheet 1.
25 – 30 mins	As a group, discuss the differences between the trailers.	Students discuss the difference, and why the different styles have been used and how they relate to the themes of the play.
30 – 45 mins	Hand out worksheet 1. Using a keyboard, experiment playing different intervals and find the correct interval for each emotion. i.e. joy– major third notes C and E.	In C Major, students to play intervals and match them to the emotions of the worksheet. C Major uses notes C,D,E,F,G,A,B,C To create an interval, play C then another note in the scale.
45 – 55 mins	Groups to perform a given mood with intervals in C major.	Students play an interval while the class can work out the emotion they have tried to create.
55 – 60 mins	Set homework to bring to the next session.	Research facts on Adrian Sutton to discuss in the next session. (War Horse score composer)



Content Sheet 1

Music is used in stage productions for:

- Preshow atmosphere
- Trailers
- Dramatic effect
- Scene changes
- It can be live music played by a band
- Or backing tracks pre recorded
- Post -show

Chart for listening exercise.

Stage Production	Instruments	Tempo	Mood Created
War Horse Trailer			
Curious Incident Trailer			
Amadeus Trailer			



Worksheet 1

Creating a mood using musical intervals

Using the C major scale (Notes C D E F G A B C) create some two note intervals that you think best suit the following moods (you can use the same interval twice):

Joy:

Trust:

Fear:

Surprise:

Sadness:

Disgust:

Anger:

Anticipation:

Triumphant:

Relief:

Suffering:

Pride:

Affection:

Love:

If you can think of some different moods that relate to the sounds write them here:



Lesson Two

Focus – Introduction to theatre scores

Objections for the lessons:

1. Look at the life/career of Adrian Sutton
2. Listen to the War Horse Main theme.
3. Learn the plot and main themes running through War Horse
4. Understand musically how the score denotes the plot and themes.

Resources:

Sound system to play tracks.

Students should have access to pen and paper/music books.

Only Remembered – War Horse

<https://www.youtube.com/watch?v=dEa4zueeAoo>

The Charge – War Horse

<https://www.youtube.com/watch?v=gDj-CUOhBVc&index=5&list=PLFyxz8SZluOzUTrBN6Oj-XuV0phAi-jAL>

Devon at Peace – War Horse

https://www.youtube.com/watch?v=HupXgR_kLYE&list=PLFyxz8SZluOzUTrBN6Oj-XuV0phAi-jAL&index=4



Lesson Plan Two

Time	Teacher Activity	Student Activity
0 – 10 mins	Begin by eliciting the information they found out about Adrian Sutton.	Students to bring their notes on the composer Adrian Sutton. Then discuss facts they have found out.
10 – 20 mins	Hand out the lyrics. Listen to the resource 1. <i>Only Remembered</i>	Students to read through the lyrics and guess the tone of the piece. Then listen to the track and make notes when listening to the shortened 10 main themes. The notes should include, instrumentation, tempo, mood created, etc
20 – 30 mins	Listen to the War House track <i>The Charge</i> . Students should guess the tone of the scene from the score. Repeat and elicit if needed.	Students listen to 'The Charge' of War Horse and again look at the choice of instruments used, the tempo set, any changes in dynamics. Describe the picture created after listening to the soundscape.
30 – 40 mins	Discuss the plot of War Horse	Make note of the main themes running through the play.
40 – 55 mins	Look at the percussion and other instruments available to use in the school for the composition part of the project. Tell students they will have a clip each to compose a soundscape for, from the play War Horse.	Students to recall what instruments were chosen for particular trailers and why. Then students must look at the instruments available to them and start to decide in groups of 5, which instruments will be necessary to create their soundscape relating to a moment in the play. Students to log these ideas.



Lesson Three

Focus – Introduction to theatre scores

Objections for the lessons:

Compose a piece of music to accurately fit the theme of their War Horse Clip.

Resources:

Sound system

Pen and paper

Percussion instruments

Keyboard

Projector

Clip one

<https://www.youtube.com/watch?v=ZQKLe8GB-O4>

Clip two

<https://www.youtube.com/watch?v=iapn8LKXMek>

Clip three

<https://www.youtube.com/watch?v=FUMyCVh33V0>

Clip four

<https://www.youtube.com/watch?v=h-hXcU3GNac>

Clip five

<https://www.youtube.com/watch?v=TWq4yicB7Oq>



Lesson Plan Three

Time	Teacher Activity	Student Activity
0 – 10 mins	Recap on the main themes that run through War Horse.	Students to discuss in fuller detail the main themes that run through the story before starting their composition.
10 – 20 mins	Look at contrasting war themed soundtracks. https://www.youtube.com/watch?v=PCzTFvMXWNQ	After listening to the contrasting war soundtracks. Discuss the music differences in the pieces and why the composer has done this.
20 – 45 mins	Play each War Horse clip, then split students into groups and allocate them a clip each. Let them choose appropriate instruments to compose a soundscape for the scene, using mainly percussion and intervals on a keyboard in C major to create a mood.	Students to watch the clip and decide what music would be appropriate to accompany the scene given to them. Then they should choose percussion instruments and get a keyboard per group. Now start to compose and note it down. Thinking about all the elements of music e.g. rhythm, dynamics, a melody, tone and texture.
45 – 60 mins	Get the students together to share their compositions while the clip is playing.	The groups of students take turns to play their compositions to the clip provided. They then explain the musical choices they made.

