

Post-production

9 The Soundtrack

Class level	Third class upwards
Learning Objectives	The child will be enabled to understand <ul style="list-style-type: none"> — The impact soundtrack has on the mood of the film, and therefore on the story. — How to manipulate the mood, tone and story of the film, using music.
Methodologies	Class, group and individual work
Resources	Sample films downloaded and projected for class analysis Editing software such as Windows Movie Maker or iMovie
Time	One or two class sessions
Curriculum links	English — Responding to text Music — Listening and responding to music Drama — Reflecting on drama, the elements of drama
Film portfolio	Completed film or film scenes



Introduction

Music is incredibly important in films, adding a great deal of tone and suspense to some of our favourite scenes in cinema. Music can be used to define numerous things such as

- Tone
- Mood
- What a character is feeling
- What the audience is feeling
- Define the genre of the film

Using music at the appropriate times can be very effective when done right. The following video shows how some FÍS films in the past have used music to great effectiveness.



See Tutorials on FÍS website: <http://www.fisfilmproject.ie>



Discuss music at the beginning, middle and end of films.

- Music in a film can enhance emotions; for example, in *ET*, when *ET* is leaving, the music is very sad.
- Music often suggests a particular type of film; for example, the music in a horror film is easy to identify.
- Music at the beginning of the film sets the theme, and music during the closing titles reinforces the mood of the film's conclusion.

Example

Fantasia (Disney)

Animators came together and listened to hundreds of pieces of classical music. They selected eight pieces that created wonderful pictures in their minds. They created animation sequences to accompany this music. The eight pieces of animation can be seen in *Fantasia 2000*.



Activity

Music—Sound Effects

1. Watch a scene from a film, and write down the different sound effects you hear, stating whether they are on-screen or off-screen.
 - Would you change any of the sounds if you were the sound mixer on this film?

2. Watch a scene from a film. Choose a scene without dialogue. Concentrate on sound effects and music only. The children write down all the sounds they hear, and note when they are heard.
 - Discuss how they will create the sound effects themselves from classroom materials.
 - Each group will produce sound effects for a selected scene. Watch the scene again with the volume turned down, and the groups create sound effects when necessary.
 - Change around the sound effects for each group.

3. Read a descriptive passage to the class. The children jot down the sounds described in the passage, then create the sound effects in the same way.
 - Re-read the story with sound effects.
 - Creative writing / Visual arts / PE: Responding to music (junior infants to second class)
 - Listen to music – classical, pop, jazz, theme songs.
 - The children respond to the music by creative writing, drawing or working in paint and colour to express what they imagine is happening. This activity can be expressed through dance also. The children can make their own instruments, for