

Harry's Wondrous World - Williams

The Brain, Emotions and Movie Music

Iowa Fine Arts Standard - Responding

MU:Re8.1.4

- a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Learning Target

The student will identify elements of music that demonstrate expressive intent.

Guiding Question

How do the elements of music set the mood and help tell a story?

Estimated time for lesson: 30 minutes

Materials:

Google Slide deck

https://docs.google.com/presentation/d/1ZUYuRfLnDCh9lv9WeAkN8zdVQYIvwmEIVmNF9yj1lOI/edit#slide=id.g3132cbbfbfc_0_0

Score Analysis

<https://www.youtube.com/watch?v=IAOTXm3Nv0U>

Music Elements and Expression pdf

Vocabulary for Musical Elements

(optional) personal white boards, markers, erasers

LESSON PLAN

Direct Instruction:

See slide #6 - Music and the Brain

Neuroscientists who study the human brain and music use an MRI to study the effects. MRI stands for **magnetic resonance imaging** and uses a strong magnetic field and radio waves to scan organs inside the body.

What MRI research into music and the brain reveals is that all areas of the brain are affected when human beings listen to or perform music. The MRI tracks blood flow in the parts of the brain being used as people listen to music.

Researchers found the following positive effects of music on emotions, mood and mental well-being:

- processing emotions – making sense out of and regulating your feelings as well as dealing with stress and recognizing danger or safety
- releasing dopamine (known as the “happy drug”) which makes you feel good
- positively affecting mental health – by relaxing you and creating a pleasant mood

Guided practice

For over 100 years, movie makers have used the power of music to add emotion and pleasure to the experience of watching a movie. *See slide #7 - Goals of Movie Music*

Select any or all of the following to demonstrate the power of music in movies.

Listen to the following examples of music from movies and identify the MOOD the music sets.

For each example on this slide, do the following:

- Listen to 1-2 minutes of music
- Turn to a partner, write on a personal white board or share with the whole group words that describe the MOOD of each piece of music
- Identify the title and movie for each example

- #1 Imperial March - Darth Vader's theme song
- #2 Indiana Jones Theme Song
- #3 The Hand - Coraline

Create emotion

“How do the elements of music create emotion for the story?”

Refer to Musical Elements and Expression and/or Vocabulary for Musical Elements

- #1 Un Poco Loco - Coco 1:53
- #2 Remember Me - Coco 1:15

Storytelling

Listen to a few minutes with the volume turned off; then add the volume.

“Is the story being told in this video more or less interesting with the music? Why?”

Kiss the Sky - The Wild Robot 5:07

Introduce and Reinforce Characters

Watch the video clip without music and then with it.

“How does the music help you understand and connect with the characters?”

Magical, exciting, beautiful

Flying - E.T. the Extraterrestrial

Background information

See slide #5 - Harry's Wondrous World

John Williams is a living American composer. He has composed music for more than 75 movies, including Star Wars, Indiana Jones and Harry Potter. *Harry's Wondrous World* is a collection of songs that was used in the first two Harry Potter movies (Sorcerer's Stone and Chamber of Secrets) during the final credits.

Independent Practice

"We are going to listen to *Harry's Wondrous World*. We will hear it played when we go to the Civic Center for the Des Moines Symphony concert.
Active listening will be important at the concert so we can concentrate on and enjoy what we are hearing."

Note to teacher about active listening:

Active listening requires the listener to completely **concentrate on, think about, respond to** and **remember** that to which they are listening. It is the opposite of *passive hearing*, or the biological response of the inner ear to sound waves as we are thinking or doing other things (like elevator music or moving to music).

"*Active listening* means that you show good listening habits. Let's list some things that good listeners do."

Refer to list on *slide #8 - Habits of Active Listening*

"What kinds of things would you NOT do as an active listener?"

Eyes **not focused**

Making **noise**

Body **moving**

Mind **wandering**

Watch Movie Montage clip 4:40 OR Score analysis 5:15

The score analysis clip highlights each theme: Hedwig, Reflection, Friendship, Quidditch, Hogwarts

Assessment

Informal: Responding

Teacher observes and listens to student responses to the music throughout the lesson.

Formal: Responding *Refer to Musical Elements and Expression*

"Which elements of music contribute to the characters, storytelling and mood in the music?"

Students may respond...

- a) on paper or with a personal white board
- b) electronically (i.e., Chromebook)

Resources:

“Active Listening.” *Wikipedia: The Free Encyclopedia*.
https://en.wikipedia.org/wiki/Active_listening

Cuncic, Arlin. “How to Practice Active Listening.” *Verywellmind*.
<https://www.verywellmind.com/what-is-active-listening-3024343>

Harry Potter Wiki
https://harrypotter.fandom.com/wiki/Harry%27s_Wondrous_World

How Does Music Affect Your Brain? Tech Effects
<https://www.youtube.com/watch?v=HRE624795zU>

Music for Film and the Psychology Behind the Notes
<https://www.soundstripe.com/blogs/the-psychology-of-music-for-film>

“What is Active Listening?” United States Institute of Peace. <https://www.usip.org/public-education/educators/what-active-listening>