



### Overview of Bridging Course

Department: Music

What is the focus of this bridging course?

- Students will be introduced to the musical scores of three very different films and explore the composers various intentions, techniques and styles.
- Students will engage with the notion of 'programme music' - music that tells a specific story.
- Students will focus on and develop an understanding of the musical features of three films – *The Duchess* (2008) *Batman returns* (1992) and *Psycho* (1960)

w/b 27 April

Overview of what students will cover this week:

- Students will learn about the origins of film music starting with silent black and white films moving to the present day.
- Students will study the emergence of diegetic music (music which has its source of action on the screen) the increase in the use of underscore and *Mickey – Mousing* (synchronisation of musical gesture with on screen action)
- Students will look at the works of some of the most famous film composers, Korngold (*The sea hawk – 1940*), (*The adventures of Robin Hood 1938*) and Steiner (*King Kong 1933*), *Gone with the wind* (1939) and *Casablanca* (1942).

w/b 4 May

- Students will begin listening and research into the music of the film *Batman Returns*
- Students will research the life and musical style of the composer Danny Elfman.
- Students will familiarise themselves with the plot of the film.
- Students will complete activities that develop their understanding of the key musical features of the score, Sonority, texture, dynamics, tempo, metre, rhythm and melody.

w/b 11 May

- Students will begin listening and research into the musical score for the film, *The Duchess*.
- They will consider the musical context of the film and research in to the life of the composer Rachael Portman. They will watch an interview with the composer where she talks about her musical choices for this film.
- They will consider the historical context of the film and ways in which the musical score suggests this.
- Students will complete activities that develop their understanding of the key musical features of the score (as above)

w/b 18 May

- Students will begin listening to and researching the musical score for selected cues from *Psycho*.
- They will consider and develop their knowledge of the musical context including the life of Bernard Herrmann.
- Students will research the effect the musical score had on the success of the film.
- Students will complete activities that develop their understanding of the musical features of the score (as above)
- Students will receive advice and exemplar evaluative essays that they will then complete on one of the set works.

Work that students will receive feedback on:

- Students will submit the essay they complete and detailed feedback will be given.