



Meets National Core Arts Anchor Standards 5, 7, 9 and 10

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Synthesize and relate knowledge and personal experiences to make art (*Co10*)

- *Music Alive!* magazines (Vol.39 No.2)
- Computer or mobile device with Internet access

Ask your students to read “When the Soundtrack Tells the Story” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

WIELD—hold and use (a weapon or tool)

MONO-MYTH—"the hero's journey"; the common template of a broad category of tales and lore that involves a hero who goes on an adventure, and in a decisive crisis wins a victory, and then comes home changed or transformed

THRESHOLD—the level, rate, or amount at which something comes into effect

ORDEAL—a painful experience

MENTOR—an experienced and trusted advisor

BROAD—general; without detail

CLIMAX—the most intense, exciting or important part of the story

PLOT—the main events presented by the writer as a sequence

PRIMITIVE—not developed or derived from anything else

ESSENCE—the essential nature of something that determines its character

OSTINATO—a continually repeated musical phrase or rhythm

ANTICIPATION—the action of looking forward to something

COLLECTIVE—done by people acting as a group

TALKIES—a movie with a soundtrack, as distinct from a silent film

SYNTH—short for “synthesizer,” an electronic musical instrument that produces a wide variety of sounds

DIGITAL AUDIO WORKSTATION—an electronic device or application software used for recording, editing and producing audio files

1. Have students list as many John Williams movies as they can. Then ask if anyone has seen any of these films and ask whether or not they liked the music.

2. Discuss how film scores affect our emotions. Why do we feel more engaged with the plot and the characters when we hear music?

1. Have students list as many phases of the hero's journey as they can. Then play the theme from *Star Wars* on musicalive.com/heard-the-music-39-2.

2. Have students draw a line that they think reflects the pitches in the melody. If you have access to a piano, play the melody slowly on the piano. If not, play the recording several times and pause after each note. Their drawings should look something like this:



3. Explain that the third and fourth measure are exactly the same, to emphasize the most important part of the melody and peak of the story. Then use their drawn images to mark phases of the hero's journey.

Did the students read the article?

Did they answer the review questions?