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| Course: Music Technology | | GRADE: Middle School 3 85-minute classes | | | | UNIT: 1 | Lesson Plan: 1 |
| LESSON TITLE: What is music technology? | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | | | | | |
| TECHNICAL FOCUS: Students will use digital media and resources to explore and gather information about music and technology. They will create a slideshow presentation to share what they learned with peers and the teacher. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CONNECTING  MSMTC6.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.   1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. 2. Demonstrate understanding of relationships between music, history, and culture. 3. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication. | | | | | |
| ASSESSMENTS: Link to each document with assessment examples with explanations | | | | | | | |
| DIAGNOSTIC  Gauge where students are in their learning prior to beginning the lesson. | | | **FORMATIVE**  Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding. | | **SUMMATIVE**  Gauge student mastery of standards. | | |
| * Survey students about their background knowledge of basic musical instruments, performance experience, styles/genres, terminology, and history. * Survey students about their background knowledge of basic technological concepts, developments, and terminology. | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Vocabulary quizzes. * Presentation of digital slide show demonstrating learning. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of music technology in the context of history and culture. Foundational elements of music technology.  CONCEPTS:   * Music’s role in culture and society * Technology’s role in culture and society * 19th and 20th century developments in music technology * 21th century developments in digital music technology and DIY recording   VOCABULARY:  Analog, app, cloud-based software, CPU, DAW, digital, gramophone, microphone, phonograph, social media, studio, technology, artist, performer, producer, consumer | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will be guided to dig deeper into the research by searching for artist, performance, and production exemplars to include in their slideshow presentation. Students working at an accelerated pace will integrate audio and video files to create a multimedia presentation.  ADAPTED ASSIGNMENT:  Teacher will move throughout class to remediate and adjust learning goals according to student needs. Strategies may involve scaffolding by limiting choices, peer mentoring, or one-to-one re-delivery of instruction. | | | | | | | | |
| MATERIALS | | | | | | | | |
| STUDENT SUPPLIES:   * Guided notetaking handout, pencil, and eraser * Student computer workstation, with headphones * Web browser * [Incredibox](http://www.incredibox.com/) * [Groove Pizza](https://apps.musedlab.org/groovepizza/?museid=SJrSAiTAN&) * GSuite for Education tools or other MLS, presentation software or apps | | | | **TEACHER SUPPLIES:**   * Music Technology introduction PowerPoint * LCD Projector * Teacher computer/music workstation * Google Classroom or other LMS * [Music Technology Introduction](https://youtu.be/0NTarK_dMpE) * [A Brief History of the Music Industry](https://youtu.be/-bVketPj5to) * [Science vs Music](https://youtu.be/Q3oItpVa9fs) * [Incredibox](http://www.incredibox.com/) * [Groove Pizza](https://apps.musedlab.org/groovepizza/?museid=SJrSAiTAN&) | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | Session 1: Introduce technology and music. Invite students to share prior knowledge. Share “Music Technology Introduction” YouTube video. | | Session 2: Introduce music creation, composition and performance. Share “A Brief History of the Music Industry” YouTube video. | | Session 3: Review music’s role in human history, culture, and society and how technological innovation has brought society to current music making and sharing practices. Share “Science vs Music” video. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Session 1: Share Music Technology Introduction PowerPoint. Introduce students to their computer workstations and demonstrate the basic functions and operations of the computer and peripheral devices. Demonstrate how to use the DAW and MIDI controller to create musical sounds. Students should make a list of favorite sounds and share with a friend. Allow students time to work, moving throughout class to facilitate or remediate as needed. | | Session 2: After watching video, guide a discussion with students about the human need to create and share with others. Think of modern-day examples (twitter, snapchat, Instagram, etc.). Provide students with link to Incredibox or Groove Pizza. Students will create and record their first musical product, record, export, and share with the teachers or peers. Allow students time to work, moving throughout class to remediate as needed. | | Session 3: Review key developments in musical technology music’s influence in society and culture through history. Students will create a slide show presentation on a provided template to summarize and share their learning. Allow students time to work, moving throughout class to remediate as needed. When finished with their slide show, students will share with teacher and peers. | | | | | | | | |
| CLOSING | **REVIEW:**  Reflection in visual-verbal journal: What new skills, vocabulary, ideas or information did I learn through creating this project? What came easily to me, and what was a challenge? What would I do differently next time?  Content knowledge assessed with quiz covering music technology vocabulary, history, and understanding of key concepts and skills.  Slideshow project assessed by student and teacher. | | | | | | | |

**DISCLAIMER**

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