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| Course: Music Technology | | GRADE: Middle School 2 85-minute classes | | | | UNIT: 1 | Lesson Plan 4: |
| LESSON TITLE: The DAW and DIY Recording | | | | | | [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 be introduced to the digital audio workstation (DAW), its basic interface, uses, and functions. Students will demonstrate an understanding of the basic terminology and functions of the DAW they will use to create, edit, and produce their own music. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CONNECTING  MSMTC1.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 sequencers, music creation apps, personal music creation and DIY recording. | | | * Guided notes * One-on-one or group in-process critiques. * Peer critique and feedback. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Content quizzes. * Create a 4-track, 16-measure AABA song form composition using the loop library of the DAW. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introduction to the digital audio workstation (DAW). Orientation and functions of the basic controls and tools of the DAW.  CONCEPTS:   * Hardware (CPU), software (GarageBand, Logic Pro, Soundtrap, Pro Tools, CuBase, etc.) * Controls, tools, and functions of DAW * Tracks, regions, timeline * Drag and drop, copy and paste   VOCABULARY:  CPU, DAW, Drop Down Menus, LCD Window, Master Volume, Loop Library, Instrument Categories, Tracks, Regions, Timeline, Cycle, Add Track, Timeline, Copy and Paste  Links:  [www.soundtrap.com/edu](http://www.soundtrap.com/edu)  <https://www.songstuff.com/song-writing/article/aaba-song-form/>  Videos:  [Step 1: Using the arrangement track](https://youtu.be/9XD2kqZ9fs4)  [Step 2: Creating and naming tracks](https://youtu.be/JMyF7FyssLc)  [Step 3: Adding loops and copy & pasting regions](https://youtu.be/C-gTSMZXRtg)  [Step 4: Saving and sharing your file](https://youtu.be/ruSifsh3K-I) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will learn multi-track copy and paste to create a 64-measure composition. Students working at an accelerated pace will serve as peer coaches to assist others.  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:   * Student computer workstation, with headphones * DAW software (GarageBand, Logic Pro, Pro Tools, Ableton Live, CuBase, Soundtrap, etc.) * GSuite for Education tools or other MLS, presentation software or apps | | | | **TEACHER SUPPLIES:**   * LCD Projector * Teacher computer/music workstation * Google Classroom or other LMS * U1L4I - DAW Diagram Unlabeled * Lesson activity demonstration video | | | | |
| 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:**   |  | | --- | | Choose a song to play for the class that demonstrates a basic AABA song form for the class (*Over the Rainbow*, Judy Garland, *That’ll Be the Day*, Buddy Holly, *Believer*, Imagine Dragons, *I Want You Back,* Jackson 5, etc.). Ask the students to listen for the repetition in the songs. Play verse 1 of a song then pause the recording. Ask them what happens next? Does the music (not lyrics) repeat or does something new happen (it repeats)? Then continue to verse 2. Pause at the end of verse 2 and ask what happens next; new material or repeated material (new bridge)? Pause at the end of the bridge and ask them what comes next, repetition or a return to the verse (verse)? Emphasize the repetitive nature of music, especially song form. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Have the students open the DAW software on their computers. Take the students on a “tour” of the DAW. Share the diagram of the locations of the basic controls and functions of the DAW with the students. *(If you are using a different DAW, you can take a screen shot of the DAW that you use and then use the annotation tools in MS Word to label and create a diagram for your DAW).* 2. Explain to the students that they will be creating their first musical composition in this lesson using the loop library of the DAW. 3. The composition will be created using the AABA form. Each section should be 8 measures long resulting in a 32-measure completed composition. 4. Each step in the process is demonstrated in the series of videos linked to this lesson plan. *You can create your own instructional videos using a screen capture app such as Quicktime or* [*www.screencast-o-matic.com*](http://www.screencast-o-matic.com/)*. This is a great technique to use that allows students to work at their own individualized pace and frees the teacher to move around the room to assist individual students.* 5. Allow students time to work, moving throughout the class to facilitate or remediate as needed. 6. Completed projects should be shared with the teacher via the MLS. | | | | | | | | |
| CLOSING | **REVIEW:**  Listen to and critique peer projects.  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 the interface and controls of the DAW.  Assessment of composition project using grading rubric. | | | | | | | |

**DISCLAIMER**

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