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| Course: Music Technology | | GRADE: Middle School 1 85 minute class | | | | UNIT: 2 | Lesson Plan: 1 |
| LESSON TITLE: What is “the beat”? | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
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| ENDURING UNDERSTANDING: Analyzing the creator’s context and how they manipulate elements of music to provide insight into their intent and inform performance. | | | | | |
| TECHNICAL FOCUS: Students will develop an understanding of rhythm as a fundamental element of music. Student will use the DAW and other digital tools to create a basic drum pattern. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CREATING  MSMTC6.CR.1 Generate musical ideas for various purposes and contexts.  PERFORMING  MSMTC6.PR.3 Develop personal interpretations that consider the intent of the creator and/or performer. | | | | | |
| 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 the basic elements of music (rhythm, form, melody, harmony, and expression). | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Vocabulary quizzes. * Exploration and creation of original rhythm patterns. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on rhythm.  CONCEPTS:   * Beat vs. rhythm * Pattern and repetition in music * Beats, measures, and phrases   VOCABULARY:  Beat, measure, click track (metronome), music notation (digital), peripheral, phrase, real time, rhythm, software track, tempo, track, transport controls  Additional Supplemental Links:  [Learning Rhythm Through Gospel Music](https://teachrock.org/lesson/learning-rhythm-through-gospel/)  [Rhythm as a Representation of People and Place](https://teachrock.org/lesson/beyonce-santana-and-rhythm-as-a-representation-of-people-and-place/)  [The Latin Rhythms of Despacito](https://teachrock.org/lesson/latin-rhythms-despacito/) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will improvise rhythmic patterns at different tempos. Students working at an accelerated pace will improvise rhythmic patterns in different styles and genres.  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 * DAW and MIDI Controller * Web browser * GSuite for Education tools or other MLS, presentation software or apps * Instructional videos | | | | **TEACHER SUPPLIES:**   * LCD Projector * Teacher computer/music workstation * Audio playback system * Google Classroom or other LMS * “It Had a Good Beat” Video embedded in lesson * Song samples/files to play for class | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How does understanding the structure and context of musical works inform performance? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Ask students to think about their favorite music or songs. Then ask them to think about what it is that they like about that music, or what is it that makes music or a song “good.” 2. One of the most common answers students will usually give is that they “like the beat” or that the song has a “good beat.” 3. Tell them that they will be focusing on the “beat” in this lesson. Let them know that one of the most common answers that people will give to those questions is that they like the “beat.” Or people might say “I like it when the beat drops.” 4. Give them some background information about the long running, iconic TV show “American Bandstand.” There was a segment of every episode where participants were asked to rate new music, and there was a very common element cited for their reviews. 5. If you can access some footage of the American Bandstand to show the students excerpts of people describing music as “having a good beat,” it will help illustrate the point. <https://youtu.be/5Y9IBwihU4w> 6. Tell the class: “This is one of the silliest answers someone could give for liking music. The beat is a fundamental part of music and music-making, but there is absolutely nothing interesting about the ‘beat.’ Today we are going to learn why. You see it’s not the ‘beat’ that we find interesting in music. It’s the rhythms of music that we find really interesting, but without the ‘beat’ we cannot create interesting rhythms that make us want to move or dance.” | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Download a recording of a school-appropriate song that would be familiar to your students. 2. Tell the students that you are going to play a song for them and while the song is playing, you are going to ask them to do some things (do not give them any prep explanation). Let them know that if they do not understand how to do what you are asking that it is OK. 3. Play the song and while the song is playing ask them to “clap on beat 1” and observe what they do. There may be some hesitation at first, but usually some in the class will figure it out and others will join in. It is common for the students to clap on 1 and 3. If they are not able to figure it out then tell them to clap with you and begin clapping on beat 1. 4. Explain that most people can “sense” beat 1 even if they don’t know much about music. Explain that if there is a beat 1, there must be other beats in between those beat 1s. Play the song again and ask them to listen and see if they can figure out how many beats there are before we get back to beat 1. 5. Someone, if not many, will be able to figure out that there are 3 beats (2,3,4) between those beat 1s. Ask the students if they can explain how they knew that those other beats were there. This should lead into a discussion about repetition and patterns that they hear in the music. 6. Continue the discussion and introduce the concept of beat vs rhythm. The beat is that steady, repetitive pulse that we use to measure time. When does a sound happen and how long does that sound last? 7. Use a metronome or click track to play them a beat. Demonstrate that we can speed up or slow down the beat and that is what we call tempo. 8. Lead them through some exercises using the metronome:    * Count the beats 1-2-3-4;    * Clap on 1 and 3, 2 and 4, etc. 9. Now introduce the concept of rhythm:    * Clap once on beat 1 and twice on beat 3.    * Have half of the students continue with beats 1 and 3, then have the other half clap on 2 and 4.    * Continue experimenting with eighth note patterns between the two groups. *It is not necessary at this point to get into an explanation of note values. That will come later.* 10. As time allows in the class period, you can have students break up into groups of 2 or 3. Ask them to see if they can create some interesting rhythmic patterns with their partners. Leave enough time at the end of class for them to share with the class. | | | | | | | | |
| 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? | | | | | | | |

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