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| Course: Music Technology | | GRADE: 9-12 3 85-minute classes | | | | UNIT: 2 | Lesson Plan: 4 |
| LESSON TITLE: Musical Form: Blueprints and recipes for music | | | | | | [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.2 Select and develop musical ideas for defined purposes and contexts.  PERFORMING  MSMTC6.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | | | | |
| ASSESSMENTS: | | | | | | | |
| 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 how songs are written. | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Vocabulary quizzes. * Creation and presentation of a 32-measure song utilizing the AABA form. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the rhythm and form elements of music. Basic functions and editing tools in a DAW to create and edit music.  CONCEPTS:   * Pattern and repetition in music * Beats, measures, and phrases * Musical form, AABA song form   VOCABULARY:  Arrangement track, audio track, copy and paste, cycle control, edit, form, loop, measure, phrase, section, track  Additional Supplemental Links:  [Exploring](https://www.dummies.com/art-center/music/singing/exploring-the-aaba-form-in-songwriting/) the AABA Form in Songwriting  [AABA Song Form](http://www.songstuff.com/song-writing/article/aaba-song-form/) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will be guided to add an introduction phrase to their song and additional instrument tracks. Students working at an accelerated pace will create a second contrasting AABA section for their song.  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 * 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 how they think a musician writes a song. They may respond that they explore and improvise until they come up with some ideas. Follow up by asking them how the musician knows what to do with those ideas or how to put those ideas together. 2. Ask the students if they know how an author writes a book, or a painter goes about creating a painting. Write the responses on the board. Direct the discussion until they identify that writers usually organize their ideas into an outline before writing the book. Painters and illustrators will usually start by sketching out their ideas in a sketch pad. Musicians use a similar process. 3. Ask the students if they have ever been on the baking aisle at the grocery store. Have they noticed how many different recipes there are for cakes? Even with all the various flavors and varieties, they all have the same basic “structure”: flour, sugar, butter, eggs. Put it in a pan and bake it. 4. Again, there are similarities to these cake recipes and how a musician knows how to organize the musical ideas that they come up with into a coherent song. 5. These musical “recipes” are one of the basic elements of music that we call “form.” | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Play a recording of the Beatles *I Saw Her Standing There, Black Bird, Over the Rainbow,* or some other song using an AABA song form. 2. Play the first A section of the song then pause the recording. Ask students, “What happens next?” Students should respond, “they sing the melody again.” Continue playing the next A section then pause at the end of the section. Ask the students, “So, what happens next now?” The students should respond, they sing something different. Continue playing the B section then stop the recording again and ask, “So what happens now?” Students should respond, they go back and repeat the first section. Then continue playing the song so they can hear the return to A. At this point you do not need to continue playing into the bridge or rest of the song. 3. From this activity, begin a discussion to explain to the students about form in music and how repetition plays a large roll in writing songs (they are not generally thru composed). Ask students to suggest some of their favorite songs and consider if those songs use AABA or a different form. 4. Facilitate a discussion about how the repetitive nature of music creates patterns. The repetition of these patterns is what create “Form” in music, or those musical recipes that we discussed earlier. When you have a recipe, or an outline to guide you, it becomes much easier to organize your musical ideas into an organized song. 5. Explain to the students that they will be creating a 16-measure song utilizing AABA song form, and the DAW has some tools that can help them set up their form to make the process easier. 6. Here is the recipe:  * 16-measure song using the AABA form * Each section should be 4 measures long. * 4 tracks: Drums, Bass, Guitar, and Synthesizer * Use the Loop Library to build the song.   Student procedure (Setting up the project):   1. Begin by opening a new empty project in GarageBand. Setting up the workspace in GarageBand before you begin exploring the Loop library and choosing music is REALLY important! 2. Double click on the Microphone in the pop-up window to select an Audio Track. 3. When the GarageBand workspace window opens, close the Library window and the Smart Controls window. 4. Look at the Track Header on the left side of the screen. Double click on the title of the track “Audio 1.” When you do this, delete “Audio 1” and type “Drums.” Hit “return” on your keyboard. 5. Next look for the + sign near the upper, left corner of the window. This is the “Add Track” button. Click this button and add another audio track. 6. Repeat Step 3. Then look at the Track Header for the new track. Double click on “Audio 2,” delete and type in “Bass” for this track. 7. Repeat this process to add 2 more tracks. The 3rd track should be titled “Guitar” and the 4th track should be titled “Synth.” 8. Now you are going to use something called the “Arrangement Track” to set up your phrase outline for your song. 9. Click on “Tracks” in the drop-down menus at the top of your screen. Locate and select “Show Arrangement Track.” 10. You should see a new thin row appear above the track headers labeled “Arrangement.” At the right end of the thin row will be a small + button. Click on this button. 11. You should see a light gray bar appear labeled “Intro.” The default length of the arrangement sections is 8 measures long. Since you will be using 4-measure phrases, you will need to adjust this. Use your mouse to move the cursor to the right edge of the light gray bar. Click, hold, and drag the edge of the bar to the left to the end of measure 4 (beginning of measure 5). 12. Now you will change the name of the section from “Intro” to “A1.” Click on the word “Intro” in the gray bar. A pop-up menu will appear. Select “Rename” and type in “A1.” 13. Repeat step 10. Adjust the length of the section to 4 measures (end of measure 8/beginning of measure 9). Click on the center of the gray bar, then “Rename,” label this section “A2.” 14. Repeat this process to create the 3rd phrase and label this section “B1” and the 4th phrase “A3”). If you have done this correctly, you should have four 4-measure sections that end at measure 17. 15. Now you are ready to start building your song!   Student Procedure (building the song):   1. Now for the fun part! GarageBand comes with a large library of loops that can be used to create songs. Loops are short segments of music that can be repeated end-to-end to create music. 2. Your first goal is to place loops into each of the tracks in the “A1” phrase. 3. The Loop library button is located in the upper right-hand corner of the GarageBand window. When you click on the Loop button, the Loop library window will open on the right side of the workspace. Click on “Instrument” near the top of the window and then select “All Drums.” 4. A list of all the drum loops will be filtered below. Browse and listen to the various loops until you find one that you want to use. Since each section of the song form is 4 measures long, 16 count loops would be a good fit. When you find one that you want to use, simply click, hold, drag, and drop the loop into the drum track. A region containing the loop will appear in the drum track. 5. Now you need to find a Bass loop that will work with your drum loop. Click on the “X” in the upper left corner of the Loop window. Then select Bass in the instrument menu and all the bass loops will be filtered. 6. Click on the “Cycle”’ button to hear your drum loop and hear what the bass loops sound like with the drums. When you find a bass loop that you like click, hold, drag, and drop the bass loop at the beginning of the bass track. 7. Repeat this process to select a guitar loop and a synthesizer loop to go with your drum and bass loops. 8. Once you have the “A1” section completed, all you need to do is copy the loops from the “A1” section and paste it into the “A2” and “A3” sections. To do this, select all the regions in the A1 section by either holding the Shift key while clicking on each of the regions or hold down the mouse button and drag across the 4 regions. Then hold down the “Option” button. While holding down the Option button, click, hold, and drag the regions from the A1 section to the A2 section. Make sure that you line the ends of the regions up with the time line grid and drop it into place. Repeat this process to copy and paste the regions into the A3 section. 9. To complete the project, you now need to create a contrasting B section. Follow the procedures above to select contrasting loops for the B section. Once you select and drop regions into the B section, your composition is complete! 10. Before you submit your piece, let a friend listen to your piece and give you some feedback. Consider making any revisions based on the feedback before following your class procedure for submitting the project. 11. Double click on the image below to see a video demonstration of the project. | | | | | | | | |
| 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?  Choose some exemplar projects to share with the class. Facilitate a classroom critique of the sample projects. | | | | | | | |

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