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| **Topic/Duration** | Musical Form Intro / 60 minutes / 1 Class period |
| **Priority Standards** | **Georgia Music Technology**:   1. [**MSMTC6.CR.2-**](https://case.georgiastandards.org/f3b94c72-9c0d-11e8-b85c-3b1a3079ae6e/437e30dc-fc39-11ea-becb-0242ac150004/1934)Select and develop musical ideas for defined purposes and contexts. a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. 2. [**MSMTC6.PR.2**-](https://case.georgiastandards.org/f3b94c72-9c0d-11e8-b85c-3b1a3079ae6e/62c7d47c-fc0f-11ea-841e-0242ac150004/1908) Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation. 3. [**MSMTC6.RE.2**](https://case.georgiastandards.org/f3b94c72-9c0d-11e8-b85c-3b1a3079ae6e/89718b0c-fc11-11ea-bc25-0242ac150004/1920)**-** Analyze how the structure and context of varied musical works inform the response.   **Foundations of Computer Programming Standards**   1. [**MS-CS-FCP-**3.2](https://case.georgiastandards.org/00fcf0e2-b9c3-11e7-a4ad-47f36833e889/731f5cab-5d1e-46f4-bba0-c26268b93022/565) Develop a working vocabulary of computational thinking including sequences, algorithms, […] and iteration {loops (For, While)}. |
| **Supporting Standards** | **Foundations of Computer Programming Standards**   1. [**MS-CS-FCP-3**](https://case.georgiastandards.org/00fcf0e2-b9c3-11e7-a4ad-47f36833e889/35695273-4888-4f59-89a5-45ef323b432f/563)Utilize computational thinking to solve problems.   **Georgia Music Technology**   1. [**MSMTC6.CN.1**](https://case.georgiastandards.org/f3b94c72-9c0d-11e8-b85c-3b1a3079ae6e/53edaaaa-fc12-11ea-abff-0242ac150004/1927) Synthesize and relate knowledge and personal experiences to make music. |
| **Student Facing Goals** | Students will be able to...   * define musical form and common sections of popular music, classify sections of songs, and consider how to create form in their own music. |
| **Essential Question & Enduring Understanding** | **How does form inform the meaning of music?**  *The purpose of most music is to tell a story: form can be seen as the distinct parts of the story, moving the plot forward.*  **How are the sections of songs made distinct?**  *Changes in harmony, rhythm or instrumentation are all very common ways to distinguish sections.* |
| **Evidence of Learning** | **Formative**: Students will complete formal analysis of a selected song in small groups. |
| **Materials** | DAW |
| **Vocabulary** | * **Form:** The structure of music. * **Song:** A piece of music that is intended to be sung. * **Section:** A part of a piece of music that encompasses a full musical idea and is combined with other sections to create a full piece. * **Verse:** A song section that often contains new lyrics that advance the message of the song. * **Chorus:** A song section that is repeated throughout the song and often has catchy or memorable lyrics. * **Bridge:** A song section that introduces contrast and connects the other sections of a song. * **Intro/Outro:** The beginning and ending sections of a song. |

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| **Resources** | |
| * PPT Link * Websites with songs and corresponding form analysis | * [Website with songs in verse-chorus form](https://musictheory.pugetsound.edu/mt21c/VerseChorusForm.html#:~:text=The%20Verse%2DChorus%20form%20is,contains%20less%20memorable%20melodic%20material.) * [Website with popular songs and form analysis](https://symposium.music.org/index.php/27/item/2020-a-stylistic-analysis-of-selected-pop-songs-1965-1984) * [Song form: Verse-chorus examples - YouTube](https://www.youtube.com/watch?v=vnl8vCs5BPE) * [Examples of popular song structures](https://theacousticguitarist.com/examples-of-popular-song-structures/#:~:text=Examples%20of%20popular%20song%20structures%20include%3A,Chorus%20%3E%20Chorus%20%3E%20Bridge%20%3E%20Chorus) |

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| **Teacher Preparation** |
| 1. Take note of songs that showcase various song forms that can be shared with the class. 2. Check through the links above and select any that may be appropriate for your class. Feel free to find a resource that works for you. 3. **Decide which songs you’d like to use for the formative assessment** (whether you want to use the lists from the links provided, create the list yourself, or pull from a resource you already have). |

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| **Engage / Explore: Use of Form in Popular Music Time: 10minutes Slide: *4*** | |
| **Section Goal:** Students will be introduced to verse and chorus. | |
| **Student Activities**   * Differentiate the characteristics of verses and choruses of popular songs (Slide 4). | **Teacher Activities**   * Provide examples of verses and choruses from the links provided above. Feel free to provide your own examples as well. |
| **Coding Connections: N/A** | |

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| **Explain: Sections of Songs Time: 25 minutes Slides: *5-9*** | |
| **Section Goal:** Students will develop their understanding of verse and chorus as well as learn about other song structures. | |
| **Student Activities**   * Identify where changes in song sections occur (Slides 5-9). * Note the characteristics of song forms and the sections that they encompass. | **Teacher Activities**   * Introduce song form to students. Use the first link provided to que song form section examples (or utilize your own) for your students. Although students may not have the vocabulary to identify different song sections, they may, inherently, understand the concept of repetition and contrast in music – can they, independently and without prompting, identify when a section of a song changes? Explore their musical knowledge before providing musical form-related vocabulary. * Explain various song sections (Slides 5-9) and play examples pertaining to each section. If time allows, encourage students to share their favorite verses, choruses, etc. |
| **Coding Connections: N/A** | |

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| **Elaborate: Apply your Skills Time: 10 minutes Slide: *10*** | |
| **Section Goal:** Students will demonstrate their understanding of form by discussing the importance of form in music. | |
| **Student Activities**   * Identify what changes are used to distinguish between different sections (Slide 10). * Suggest how form can be used to deepen meaning. * Consider how form can be utilized in one’s own work. | **Teacher Activities**   * Emphasize that effective use of form can improve the listeners’ understanding of the song’s meaning:   + The verse, although the melody remains the same, generally allows the “story” of a song to unfold.   + The repetitive chorus oftentimes contains the most important thematic material or the “main message” of a song.   + Instrumentals and bridges provide contrast to the repetitive nature of popular songs, preventing lister fatigue.   + Etc. * Encourage students to utilize form to give structure to the ideas they want to convey through song. |
| **Coding Connections: N/A** | |

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| **Evaluate: Assessment / Wrapping Up Time: 15 minutes Slide: *11*** | |
| **Section Goal:** Students will further demonstrate their understanding of form by completing a group activity whereby students will analyze and identify the form of a selected piece of music. | |
| **Student Activities**   * With their group, choose a song from a provided list * Analyze the form and sections of the song (Slide 11). | **Teacher Activities**   * **Note:** the selection of songs you've compiled in preparation for the lesson should be made available to students (via smart board, file share, etc.). * Introduce students to the musical form activity. Place students in groups and allow them time with their groupmates to select a song from the list to analyze. If the song is song form, instruct students to identify the verse and chorus. If not, instruct students to do a section-letter analysis (AABA, ABA, etc.). |
| **Coding Connections: N/A** | |