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| Course: Music Technology | | GRADE: Middle School 3 85 minute classes | | | | UNIT: 2 | Lesson Plan: 5 |
| LESSON TITLE: Creating an Original Drum Track for Modern Song Form | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
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| ENDURING UNDERSTANDING: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. | | | | | |
| TECHNICAL FOCUS: Students will demonstrate an understanding of rhythm and form as a fundamental element of music through the creation of an original drum track using the modern song form. Student will make effective use the DAW and other digital tools to create their drum track. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CREATING  MSMTC6.CR.1: Generate musical ideas for various purposes and contexts.  MSMTC6.CR.2: Select and develop musical ideas for defined purposes and contexts.  PERFORMING  MSMTC6.PR.3: Develop personal interpretations that consider the intent of the creator and/or performer.  MSMTC6.PR.4: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | | | | |
| 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. | | |
| * Informal review of concepts, vocabulary, and techniques covered in previous unit lessons. | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Creation and presentation of an original drum track using song form: intro/verse/chorus/verse/ chorus/bridge/chorus/chorus | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music and the basic functions and uses of a DAW to create and dictate music.  CONCEPTS:   * Song Form: intro/verse/chorus/verse/chorus/bridge/chorus/chorus * Beats, measures, and phrases * Pattern and repetition in music   VOCABULARY:  All Unit 2 vocabulary  Additional Supplemental Links: | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will add bass, guitar, and synth tracks using loops to accompany their drum track. Students working at an accelerated pace will assist peers needing additional support and collaboration.  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 * Examples of modern pop song form * Demonstration videos | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  When is creative work ready to share? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Find a current popular song that is school-appropriate to play for the students. Ask them to use their listening skills to recognize the patterns of the song and analyze the form as they listen. 2. They should diagram the form most commonly used in today’s popular music which is basically a strophic form: Intro/Verse/Chorus/Verse/Chorus/Bridge/Chorus/Chorus. 3. Explain that songs often begin with an intro that comes from the music of the verse. The bridge is a third phrase that contrasts with the verse and chorus sections. 4. Explain that they are going to use the techniques and skills learned in this unit to create an original drum track using this form. | | | | | | | | |
| CREATING  &  PERFORMING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. This lesson is the culmination of the previous 4 lessons. Students will use the knowledge, techniques, and skills learned in the previous units to create their projects. 2. Begin by opening a new empty project in GarageBand. Select a “Software” track to begin. 3. Choose a drum kit from the library window then close the library window and the Smart Controls window. 4. Click on “Tracks” in the drop down menu and select “Show Arrangement Track.” 5. Set up the arrangement track for the form you will be using for this project. Each section should be 8 measures long, so the default setting in the arrangement track should work well. The sections in the arrangement track should be: Intro/Verse 1/Chorus/Verse 2/Chorus/Bridge/Chorus/Chorus. The result should be an outline that is 64 measures long. 6. Don’t be intimidated by the length of the project! You will create a four-measure drum track for each section that you will then copy and paste to complete the 8-measure section. Then you will copy and paste those 8-measure phrases into the other matching sections. So, you are essentially creating 12 measures of original music and copy and pasting the other 52 measures! 7. Now that your arrangement track is set up, you are ready to start improvising, exploring, and recording your drum track. You can use “Real Time Entry,” “Step Entry,” or a combination of the two to create your drum track. 8. As you complete the sections of your drum track, take time to share what you have created with a friend or the teacher to get some feedback. Reflection and revision are an important part of the creative process. 9. Once your project is finished, follow your class procedure for submitting your composition. | | | | | | | | |
| 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?  Share completed projects with the class and invite students to provide critique and feedback for each other. | | | | | | | |

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