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| Course: Music Technology | | GRADE: Middle School 2-3 85-minute classes | | | | UNIT: 3 | Lesson Plan: 3 |
| LESSON TITLE: Improvising a Major melody using the white keys | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. | | | | | |
| TECHNICAL FOCUS: Students will build on prior learning to improvise, explore, and create a simple melody in a major key. Students will use the DAW and MIDI device to explore, improvise, and record a simple melody. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CREATING  MSMTC6.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.  PERFORMING  MSMTC6.PR.5: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. | | | | | |
| 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. | | |
| * Review concepts and skills covered in previous lessons. | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback. | | * Vocabulary quizzes * Create and record a simple melody in a major key. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on melody.  CONCEPTS:   * Interval * Scale * Major key   VOCABULARY:  Contour, interval, key, major scale, melody, pentatonic scale, phrase, scale  Additional Supplemental Links:  [Teaching Melody](https://www.connollymusic.com/stringovation/teaching-the-elements-of-music-melody)  [Ultimate Guide to Writing Melodies](https://www.edmprod.com/ultimate-melody-guide/)  [How to write a song in 5 minutes](https://youtu.be/54n0kaKOJNY) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will use all seven notes of the key to improvise their melody. Students working at an accelerated pace will improvise a 2nd melody using all seven notes in a different key.  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 & camera * Teacher computer/music workstation * Audio playback system * Google Classroom or other LMS * Demonstration videos * Project template | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do musicians make creative decisions? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Ask the students if anyone knows what it means to “Brainstorm.” 2. Many of them will probably be able to answer the question quickly. Ask some follow up questions. Is it better to brainstorm alone or with others? What are some common topics that often start with a brainstorming session? Are most of the ideas generated by brainstorming used or discarded? 3. Ask the students if anyone knows what a musical brainstorming session is called. If they can’t find the answer, let them know that musical brainstorming is called a “Jam Session.” 4. The term may be familiar to many of them once they hear the term. And it usually sounds like a “cool” thing to do. Hanging out with your band and just “jamming.” 5. Even though “jam sessions” are often fun, they play an important role in the process of creating music. Just as in brainstorming, the purpose of a “jam session” is to generate ideas. Many of those ideas may end up being tossed in the musical garbage can but working through those ideas can lead to that really great idea for a song. 6. In this lesson, you will be participating in a “jam session” to help you generate ideas to create your first melody! | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. The teacher will need to do two things to prepare for this lesson. First, create the template for the jam session and student project with the DAW used for this class. The PowerPoint and video included with the lesson uses GarageBand to create the template. The template should be shared with the students via your LMS, drop box, or Air Drop if using Apple computers. 2. The second thing you will need to do is prepare the student MIDI devices (keyboards) by labeling some of the keys using masking tape or some small blank stickers that will be easy to peel off in a few weeks.      1. The teacher and student procedures are outlined in the PowerPoint accompanying this lesson and in the video below (double click to view). | | | | | | | | |
| 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 your melody with a friend and ask them for their feedback; reflect and consider making any revisions. Listen to other people's projects. Critiquing someone else’s music will often help generate ideas about your own music. | | | | | | | |

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