|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course: Music Technology | | GRADE: Middle School 2-3 85-minute classes | | | | UNIT: 4 | Lesson Plan: 1 |
| LESSON TITLE: What is harmony? | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Analyzing the creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. | | | | | |
| TECHNICAL FOCUS: Students will be able to define and identify harmony, chords, and how harmony shapes musical purpose and intent. Student will use the DAW, MIDI device or other digital tools to explore, improvise, and create harmony based on triads. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  PERFORMING  MSMTC6.PR.2: Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance.  RESPONDING  MSMTC6.RE.3: Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers | | | | | |
| 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 harmony and chords. | | | * Guided notes * One-on-one or group in-process critiques. * Record a 4-measure chord progression in the DAW. | | * Vocabulary quizzes * Identify major and minor harmony in music. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on harmony.  CONCEPTS:   * chords * progression * major and minor   VOCABULARY:  Chord, harmony, interval, inversion, key, major chord, minor chord, progression  Additional Supplemental Links:  [What is harmony?](http://www.daveconservatoire.org/lesson/what-is-harmony)  [How Harmony is Used in Music](https://www.masterclass.com/articles/music-101-what-is-harmony-and-how-is-it-used-in-music#what-is-implied-harmony)  [I-V-iv-IV Progression](https://www.musical-u.com/learn/the-most-important-four-chord-progression-vi-iv-i-v/)  [daveconservatoire.org](http://www.daveconservatoire.org/)  [Intervals on the keyboard](https://bestdigitalpianoguides.com/best-ways-to-learn-intervals-on-piano/) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will improvise rhythms on different chord progressions. Students working at an accelerated pace will learn to play the four chords in different keys.  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 * LCD Camera/Projector * Harmony & Chords .ppt | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How does understanding the structure and context of musical works inform performance? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Introduce the lesson by reviewing the idea of “recipes” for making music. We talked about that with how repetition in Rhythm creates patterns, and those patterns create Form. Then by sticking with particular notes on the keyboard, we can create melodies that fit these patterns and forms. 2. Then review the previous lesson and how we learned about how major and minor keys can affect the mood or emotion behind a song. 3. Next explain that one of the important elements that impacts the mood and emotion of a song is the musical element Harmony. 4. This video [link](https://youtu.be/oOlDewpCfZQ) is a great way to introduce harmony and how learning four simple chords can create nearly limitless possibilities for creating harmony for any song. *\*If you use think link, you should stop the video before you reach the 5:20 mark. There is a small section there that would not be appropriate for school.* 5. Explain that this unit will be focused on the musical element of Harmony and that they will learn how to play some simple chords that have almost limitless possibilities for creating songs. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Use the “Harmony & Chords” .ppt to introduce the students to these concepts and skills on their MIDI devices. It is s very useful if you have access to an LCD camera/projector that you can position above your keyboard to project you demonstrating the items on the PowerPoint through an LCD projector that the students can see.  Student procedure:   1. Follow the procedure outlined in the PowerPoint presentation. 2. Practice SLOWLY and be patient with yourself. Musicians take years to perfect these skills. 3. Share with your peers and evaluate each other. 4. Play for your teacher as you get more comfortable and begin to experiment by adding rhythms or different sequences or progressions of the chords.   Formative assignment:   1. Use a combination of real time and step entry methods to record a 4-measure chord progression in your DAW. 2. There should be one chord per measure. 3. Make sure to use a click track or a drum loop to help you play with good timing and precision. 4. Follow your class procedures for submitting the assignment. | | | | | | | | |
| 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?  Peer review, feedback, and practice. | | | | | | | |

**DISCLAIMER**

The resources, books, and supplemental materials used as examples in these instructional resources were selected by Georgia teachers to reinforce skills and knowledge found within the Georgia Standards of Excellence. The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Therefore, the books that were selected serve as examples and are not endorsed or recommended by the GaDOE. Please remember that when selecting resources to support instruction, Georgia’s public school teachers and leaders should consult their local school district’s policy for determining age and content appropriateness for their students.