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| Course: Music Technology | | GRADE: 9-12 2-3 85-minute classes | | | | UNIT: 4 | Lesson Plan: 3 |
| LESSON TITLE: Harmony and Rhythm | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Musicians’ presentation of creative work is the culmination of a process of creation and communication. | | | | | |
| TECHNICAL FOCUS: Students will be able to perform the I-V-vi-IV harmonic progression in the key of C using both hands. Student will use the DAW and MIDI device to improvise and create a rhythmic harmonic accompaniment. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CREATING  MSMTC6.CR.4: Share creative musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that conveys intent, demonstrates craftsmanship, and exhibits originality.  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.1: Choose appropriate music for a specific purpose or situation. | | | | | |
| 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 lesson 1 concepts and skills. | | | * Guided notes * One-on-one or group in-process critiques. * Formative assignment in DAW. | | * Vocabulary quizzes. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing on harmony and rhythm.  CONCEPTS:   * I-V-vi-IV C Major progression * Left- and right-hand coordination * Combining elements of Rhythm with Harmony   VOCABULARY:  Chord, harmony, interval, inversion, key, minor chord, minor chord, progression  Additional Supplemental Links:  [daveconservatoire.org](http://www.daveconservatoire.org/)  [Intervals on the keyboard](https://bestdigitalpianoguides.com/best-ways-to-learn-intervals-on-piano/)  [MuTechTeacherNet](http://www.mutechteachernet.com/) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will improvise rhythms with the chord progression using arpeggios. Students working at an accelerated pace will create a 2nd rhythmic harmonic accompaniment 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 * Teacher computer/music workstation * Audio playback system * Google Classroom or other LMS * LCD Camera/Projector * Example videos of jugglers * Rhythmic Harmony .ppt | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do we discern musical creators’ and performers’ expressive intent? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Ask the class to pat their heads and rub their stomachs at the same time. 2. Most everyone has attempted to work on this challenge of human coordination at some point and time. 3. If you can find some sample videos or other coordination challenges for the students, share them with the class. 4. Explain that coordination is a fundamental skill that musicians must develop. 5. Turn on a metronome and ask the students to tap their right foot on counts 1 and 3. 6. Next ask them to use their left hand to tap on their desk on counts 2 and 4. Most of them should be able to accomplish this. 7. Now it begins to get challenging. Ask them to use their right hand to tap out eighth notes on their desk while they maintain their right foot and left hand tapping. You are likely to lose quite a few of them at this point. 8. Explain that learning how to be coordinated enough to play a basic drum beat takes practice, time, and patience just like learning how to pat your head and rub your stomach or learning how to juggle. 9. In this lesson, the students will begin learning how to coordinate their left and right hands together to create rhythmic patterns with the harmonic progressions they have been working on. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Use the “Rhythmic Harmony” .ppt and follow the procedures to lead the students through learning how to incorporate their left hands with the I-V-vi-IV chord progression in the key of C. It is 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. Open up a new empty project in GarageBand. 2. Start with an audio track. 3. Browse the Loop library for a simple drum loop. 4. Adjust the tempo to 88, or slower. 5. Add a software track and create a 4-measure region. 6. Select a piano, organ, or synthesizer from the instrument library window. 7. Practice playing the chord progression using both hands to create a rhythmic pattern in time with the drum loop. 8. Record a few takes, select the take you want to submit, quantize, and exchange feedback with a friend. 9. Follow your class procedures to submit to your teacher. | | | | | | | | |
| 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. | | | | | | | |

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