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| Course: Music Technology | | GRADE: 9-12 2-3 85-minute classes | | | | UNIT: 4 | Lesson Plan: 4 |
| LESSON TITLE: Minor Harmony and Rhythm | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. | | | | | |
| TECHNICAL FOCUS: Students will be able to create a i-III-VII-VI-V harmonic progression in the key of C minor using step entry method. 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 2 concepts and skills. * Review step entry method and the pencil tool in GarageBand. | | | * 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-III-VII-VI-V: C minor progression * Left- and right-hand coordination * Combining elements of Rhythm with Harmony   VOCABULARY:  Chord, harmony, interval, inversion, key, minor chord, minor chord, progression, rhythm  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 a combination of step and real time entry. Students working at an accelerated pace will create a 2nd rhythmic harmonic accompaniment in a different key using a combination of step and real time entry.  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 * Demonstration video * Rhythmic Minor Harmony .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. Review and listen to the major and minor key songs that were used in the previous lesson intro. 2. Again, ask the students to consider how key affects the mood, emotion, and intention of the music. 3. Now that they have created a rhythmic harmonic accompaniment in a major key, it is time to try creating a different one in a minor key. 4. Playing a chord progression in the key of C major in real time is attainable for novice musicians. Playing a chord progression in a minor key is a challenge when you must use the black and white keys in addition to making the change in the V chord to make in major in quality. 5. In this lesson, you will use the step entry method and pencil tool to create your minor harmony track. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Use the “Rhythmic Minor Harmony” .ppt and follow the procedures to guide the students through this lesson. It is recommended that you use an LCD projector so the students can view your desktop as you demonstrate the steps in the DAW.  Student procedure:   1. Follow the procedure outlined in the PowerPoint presentation. 2. Use the chord guide as needed to make sure that you are entering the correcting notes for each chord. 3. Share with your peers and exchange feedback. 4. Continue to experiment and improvise until you create a final product that you like.   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. Add a software track and create a 4-measure region. 5. Select a piano, organ, or synthesizer from the instrument library window. 6. Use the pencil tool to first add the correct notes for each chord into each measure with the drum loop. 7. Once you have the correct notes added to each measure, begin experimenting with the rhythms until you create an interesting rhythmic pattern that fits the drum loop. 8. 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. | | | | | | | |

**DISCLAIMER**

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