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| Course: Music Technology | | GRADE: 9-12 3-4 85-minute classes | | | | UNIT: 4 | Lesson Plan: 5 |
| LESSON TITLE: Putting It Together: Rhythm, Form, Bass & Harmony | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | | | | | |
| TECHNICAL FOCUS: Students will build on prior learning to improvise, explore, and create a composition incorporating *Rhythm, Form, Melody,* and *Harmony* using the modern song form. Students will use the DAW and MIDI device to explore, improvise, and record their composition. | | | | | |
| 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.  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. | | |
| * Review concepts and skills covered in previous lessons. | | | * Guided notes * One-on-one or group in-process critiques. * Peer exchange and feedback. * Teacher monitoring | | * Students will create a 3-track composition using song form that incorporates Rhythm, Form, Melody, and Harmony | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  The Rhythm, Form, Melody, and Harmony elements of music; step and real time recording methods; editing tools.  CONCEPTS:   * Rhythm, Form, Melody, Harmony Units * Rhythm section   VOCABULARY:  All unit vocabulary  Additional Supplemental Links:  All unit resources | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will create their composition using a minor key. Students working at an accelerated pace will serve as peer assistant producers to give additional support to peers working at a slower pace.  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 * Grading rubric | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do musicians make meaningful connections to creating, performing, and responding? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Review with the students the elements of music that they have learned about so far: Rhythm, Form, Melody, and Harmony. 2. Explain that they are now going to add this additional element of Harmony to their composition. 3. They may continue to add onto their long form project, or they may want to start a different project that incorporates all these elements. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Students will need to open their Song Form projects that they completed for Unit 3, or more advanced or accelerated students may choose to start a new song file. 2. The finished product for this unit should have a minimum of 3 tracks: Drums, Bass, and keyboard. 3. They should use the song form learned in the previous units. 4. At this point in the course, putting the elements together begins to get trickier. By adding harmony, the students now have to make sure that their melodic bass line works with the harmony being played in the accompaniment track. 5. Use the PowerPoint to view and share the procedures for the project.   Student Procedure   1. Students may add on to the song form projects they have been building, or they may choose to start a new project if they are working at an accelerated pace. 2. They will need to create 3 different musical phrases: verse, chorus, bridge. 3. A key element to completing this project successfully is to make sure that the bass line fits the harmonic progression of the accompaniment track. 4. Each section of the drum, bass, and harmony tracks should complement while providing contrast and variety to the other sections of the song. 5. Use the processes and skills learned in the previous lessons and units to improvise, develop ideas, record, edit, quantize, and copy and paste melodic bass lines into the Song Form file. 6. Students should be given ample time to experiment, improvise, share and receive peer feedback, reflect, and revise before submitting a final version of their project. 7. All demonstration videos, PowerPoint presentations, worksheets, etc. should be accessible to students for reference purposes. | | | | | | | | |
| 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 project with a friend and exchange 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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