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| Course: Music Technology | | GRADE: Middle School 2-3 85-minute classes | | | | UNIT: 5 | Lesson Plan: 3 |
| LESSON TITLE: Musical Characters | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. | | | | | |
| TECHNICAL FOCUS: Students will be able to recognize and identify the element of expression in music and how music can be used to depict characters in dramatic production. Student will use the DAW, MIDI device or other digital tools to explore, improvise, and create musical characters. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  RESPONDING  MSMTC6.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.  MSMTC6.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria. | | | | | |
| 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 the content and concepts of expression from previous lessons. * Survey students about their background knowledge of how music is used in film. | | | * Guided notes * One-on-one or group in-process critiques. | | * Vocabulary quizzes * Create four contrasting musical characters. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on expression.  CONCEPTS:   * Dynamics * Intent and context * Digital effects: Modulation and Pitch Bend Wheel * Integration of the elements of music to achieve intent   VOCABULARY:  Automation, consonant, crescendo, decrescendo, dissonant, dynamics, effects, key, style  Additional Supplemental Links:  <https://kahoot.com/>  [Google Sync Buzzer](https://play.google.com/store/apps/details?id=com.SAXapp.SAXBuzzer&hl=en_US)  [Apple Trivia Bowl Buzzer](https://apps.apple.com/us/app/trivia-bowl-buzzer/id1078581252) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will create additional musical “characters” beyond the four required for the assignment. Students working at an accelerated pace will serve as peer coaches to provide additional support for students 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 * Teacher computer/music workstation * Audio playback system * Google Classroom or other LMS * LCD Camera/Projector * Audio examples * Supplemental links | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How does understanding the structure and context of music inform a response? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Play the first audio clip of music from video games. Use a virtual buzzer app for the students to participate in the “Guess the video game!” quiz. There are numerous options available on GooglePlay or Apple App Store.   Answers:  1)Mario’s Theme 2) Halo 3) Skyrim 4) Call of Duty-Black Ops II 5) Overwatch 6) Cuphead 7) Super Smash Bros. 8) Fortnite 9) Splatoon 10) Minecraft    Video Game Quiz Audio   1. Ask the students to describe how the music helps to describe the game. Encourage them to use musical and technical terms in their description. 2. Next, tell them they are going to do another quiz this time based on movie characters. Ask them to use their virtual buzzers to buzz in if they can name the character based on the music they hear. Facilitate a discussion among the class between each example asking the students to describe how the music is descriptive of the character or movie. Consider how the elements of music are used to create the mood, emotion, and personality of the characters.   Answers: 1) Simba’s Theme 2) Kylo Ren’s Theme 3) Jaws Theme 4) Hedwig’s Theme  5) Rey’s Theme 6) Imperial March 7) Avenger’s Theme 8) Stranger Things Theme    Movie Theme Audio   1. Tell the students that they will be collaborating with a partner to create 4 “musical” characters. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Formative assignment:   1. Assign students to groups of 2 or 3. 2. Students should collaborate to develop 4 characters that they will create musical themes for. Character ideas could be as simple as “heroine,” “villain,” “side-kick,” etc. Developing more detail in the characters will often spur more creativity in developing musical ideas. 3. Once they develop their character ideas, discuss how the elements of music and digital tools can be used for each character. Key, rhythm, tempo, melody, harmony, digital effects, etc. 4. Members of each group should work independently to develop their musical characters while regularly sharing their work to exchange feedback. 5. When they have completed their characters, share with another group and exchange feedback from outside of the group. 6. Reflect, revise, and finalize by exporting each theme as a .mp3 file to submit. | | | | | | | | |
| 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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