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| Course: Music Technology | | GRADE: Middle School 1 85-minute classes | | | | UNIT: 3 | Lesson Plan: 2 |
| LESSON TITLE: The ABCs of melody | | | | | | [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 be able to define and identify intervals, major scales, and minor scales. Student will use the DAW, MIDI device or other digital tools to explore, improvise, and create simple melodies based on scales. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  PERFORMING  MSMTC6.PR.1: Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context.  MSMTC6.PR.5: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. | | | | | |
| 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 information from lesson 1 * Survey students about their background knowledge of interval, key, scale, contour. | | | * Guided notes * One-on-one or group in-process critiques. * Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). | | * Vocabulary quizzes. * Create and perform major and minor scales on the synthesizer or MIDI device. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on melody.  CONCEPTS:   * Interval * Contour * Key, Scale   VOCABULARY:  Contour, interval, key, major, minor, pentatonic, pitch, scale, tonic  Additional Supplemental Links:  [What is a scale?](https://www.musical-u.com/learn/what-is-a-scale/)  [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 melodies at different tempos. Students working at an accelerated pace will improvise melodies in different styles and genres.  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 * Intro to Keyboard, Intervals, & Scales .ppt * Diagraming Scales Activity Sheet | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do musicians make meaningful connections to creating, performing, and responding? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Begin by going to the following YouTube link and show the class the [Happy Sad Songs](https://www.youtube.com/watch?v=CAXrgl_oF-8&list=RDCAXrgl_oF-8&start_radio=1&t=0) video. If you cannot access the video, you can demonstrate by playing some simple songs on the synthesizer changing the mode from major to minor and vice versa. 2. Ask the students to respond to the video. Did the happy songs sound sad? Did the sad songs sound happy? 3. Ask the students if they can describe what was different that changed the “mood” of the songs. 4. Explain that this change in the “mood” of the songs was mostly influenced by what is called the key in music. The two most common kinds of keys are what are called major and minor. Most people would describe major keys as sounding happy or bright, while minor keys sound sad or dark. 5. This lesson will be focused on learning about the elements of melody that can create these major and minor sounds in melodies. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Use the “Intro to Keyboard, Intervals, & Scales” .ppt to introduce the students to these concepts on their MIDI devices. 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. 2. Encourage the students to experiment on their MIDI devices as you cover intervals, then major scales, and minor scales.   Student procedure:   1. Now that you have learned how scales are constructed, use the Diagraming Scales activity sheet to figure out 5 more major scales and 5 minor scales. 2. Once you have completed the diagram sheet, find a friend you can exchange sheets with to check for accuracy. 3. Once you are sure you have diagramed the scales correctly, see if you can play them on your MIDI device. | | | | | | | | |
| 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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