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| Course: Music Technology | | GRADE: Middle School 2-3 85-minute classes | | | | UNIT: 3 | Lesson Plan: 5 |
| LESSON TITLE: Adding a melodic bass line to your drum track. | | | | | | [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 melodic bass track in a minor key using the modern song form. Students will use the DAW and MIDI device to explore, improvise, and record their bass tracks. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  CREATING  MSMTC6.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.  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.  HSMTC1.PR.5: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  CONNECTING  MSMTC6.CN.1 Synthesize and relate knowledge and personal experiences to make music. | | | | | |
| 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. * Quizzes or other data-collecting strategies for immediate feedback. | | * Vocabulary quizzes * Using their Song Form Drum Track project as the foundation, students will add a bass track to the project. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on melody and melodic shape.  CONCEPTS:   * Melody vs melodic * Minor pentatonic scale * Rhythm section   VOCABULARY:  All unit vocabulary  Additional Supplemental Links: | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will use a different key to create their bass track for the verse and chorus phrases. 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 * Demonstration videos * Grading rubric | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do musicians improve the quality of their creative work? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Review with the students the elements of music they have learned about so far: Rhythm, Form and Melody. 2. Explain that it is when these separate elements of music are brought together in combination that a song begins to emerge. 3. Today they will begin the process of combining these elements of music together to begin putting together their first fully produced song. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Students will need to open their Song Form projects that they completed for the Unit. They will be adding a bass track to this project to begin putting together a completely realized and produced recording. 2. Once they open their Song Form file, ask them to listen to it and review and recall the important concepts of form in music. The song has 3 different musical phrases. 3. These phrases are copied and pasted to create the 3 different sections of the song: verse, chorus, and bridge. These sections are copied and pasted to create the final form of the song: Intro-verse-chorus-verse-chorus-bridge-chorus-chorus. 4. The next step in the process is for them to take what they have learned about melody and melodic shape to create a bass track to add to their drum track. 5. Like the drum track, each section of the bass track should complement while providing contrast and variety to the other sections of the song. 6. 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. 7. 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. 8. 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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