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| Course: Music Technology | | GRADE: 9-12 2-3 85-minute classes | | | | UNIT: 4 | Lesson Plan: 2 |
| LESSON TITLE: Improvising harmony in minor keys | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s) | |
| ENDURING UNDERSTANDING: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | | | | | |
| TECHNICAL FOCUS: Students will be able to define and identify harmony, chords, and how harmony shapes musical purpose and intent in minor keys. Students will use the DAW and MIDI device to explore and create harmonic progressions in a minor key. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  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.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. | | |
| * Survey students about their background knowledge of harmony and chords. | | | * 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 specifically on harmony.  CONCEPTS:   * chords * progression * harmonic minor scale   VOCABULARY:  Chord, harmony, interval, inversion, key, minor chord, minor chord, progression  Additional Supplemental Links:  [Discovering Minor Chord Progressions](https://www.musical-u.com/learn/discovering-minor-chord-progressions-minor-chords-part-one/)  [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 different minor chord progressions. Students working at an accelerated pace will learn to play the minor progressions in different keys.  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 * Minor and major song examples * Minor progression .ppt | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do we discern musical creators’ and performers’ expressive intent? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. First play Adele’s “Rolling In The Deep” for the class. Then play Adele’s “Set Fire to the Rain.” 2. Facilitate a discussion with the class asking them to compare the two songs in terms of the elements of music that they have learned so far: Rhythm, Form, Melody, and Harmony. Compare and contrast the songs. 3. Ask them to focus on the harmony of the two songs. One of them is in a major key and the other is in minor key. Can they figure out which is which? 4. Next play “No One” by Alicia Keys and “Disturbia” by Rhianna. 5. Again, ask the class to listen then discuss and describe the two songs. One of them is in a major key and one of them is in a minor key. 6. Ask them to consider how the major or minor tonality of a song affects the mood, emotion, and intention of the song writer. 7. In this lesson they will be learning how to create harmonic progressions in minor keys. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | Use the “Minor Progression” .ppt to introduce the students to these concepts and skills 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.  Student procedure:   1. Follow the procedure outlined in the PowerPoint presentation. 2. Practice SLOWLY and be patient with yourself. Musicians take years to perfect these skills. 3. Share with your peers and evaluate each other. 4. Play for your teacher as you get more comfortable and begin to experiment by adding rhythms or different sequences or progressions of the chords.   Formative assignment:   1. Use a combination of real time and step entry methods to record a 4-measure chord progression in your DAW. 2. There should be one chord per measure. 3. Make sure to use a click track or a drum loop to help you play with good timing and precision. 4. Follow your class procedures for submitting the assignment. | | | | | | | | |
| 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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