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| Course: Music Technology | | GRADE: Middle School 1 85-minute classes | | | | UNIT: 5 | Lesson Plan: 1 |
| LESSON TITLE: What makes music expressive? | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s)  Emoji, Emoticon, Smilies, Icon, Faces, Love, Symbol | |
| ENDURING UNDERSTANDING: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. | | | | | |
| TECHNICAL FOCUS: Students will be able to define, identify, and describe the expressive intent of music based on the use and manipulation of the elements of music and the digital tools available in the creation and recording of music. | | | | | |
| 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. | | |
| * Survey students about their background knowledge of how to determine the expressive intent and context of music and song. | | | * Guided notes * One-on-one or group in-process critiques and discussion. | | * Vocabulary quiz. * Compare and contrast assignment. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on expression.  CONCEPTS:   * Musical intent and context * Interpretation and variation * Dynamics and style   VOCABULARY:  Amplitude, automation, crescendo, decrescendo, dynamics, forte, fortissimo, legato, mezzo, piano, pianissimo, staccato, velocity  Additional Supplemental Links:  [Sharing Emotions Through Music](https://youtu.be/5Q88lLOL2dI)  [How to Translate the Feeling Into Sound](https://youtu.be/q5yxIzs5Wug)  [daveconservatoire.org](http://www.daveconservatoire.org/)  [*You are So Beautiful* – Billy Preston](https://youtu.be/xrxWnM6sLTw)    [*You are So Beautiful* – Joe Cocker](https://youtu.be/WvAr9umnZ54)    [*Imagine* – John Lennon](https://youtu.be/b7MMPQJMw20)    [*Imagine* – Chris Klafford](https://youtu.be/NeskYlhIcx0) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will research additional examples of contrasting interpretations of popular songs to compare and contrast. Students working at an accelerated pace will include harmonic and melodic analysis in their compare and contrast.  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 | | | | **TEACHER SUPPLIES:**   * LCD Projector * Teacher computer/music workstation * Audio playback system * Google Classroom or other LMS * LCD Camera/Projector * Sample song files | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do we discern musical creators’ and performers’ expressive intent? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | 1. Begin by asking the students if there are certain songs that make them feel happy when they hear them. What about songs that make them feel sad? Are there certain types of songs that you listen to if you are working out, studying? Can music change your mood? 2. Next, ask why musicians write and compose songs and music. Communication, occasion, storytelling, intent, context, etc. Facilitate the discussion among the students. 3. Next, listen to Billy Preston’s song “You Are So Beautiful*.”* Ask the students: What is the message of the song? To whom is it directed? What is the emotion, intent, or context? 4. Next listen to Joe Cocker’s interpretation of the song. Ask the students: What is different about this version? Does there seem to be a different emotion, intent, or context to this version? 5. How are the two versions different? Tempo, key, dynamics, etc. 6. If time allows, do the same compare and contrast exercise with the two versions of “Imagine.” | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. If you can access the links under additional resources ([Sharing Emotions Through Music](https://youtu.be/5Q88lLOL2dI), [How to Translate the Feeling Into Sound](https://youtu.be/q5yxIzs5Wug)), you can have the students form pairs. One student watches the first video and the other student would watch the second video. They would then write a reflection and share with each other the content of the video. 2. Discuss with the students how song writers and composers use the elements of music to create intent and context for the music they create. In addition to the elements studied previously, the final element of music is **Expression**. When expressive elements of dynamics and style are added with rhythm, form, melody and harmony, musicians are able to create intent, context, and emotion into the music that they create. At this point, music really begins to become art. 3. Listening to a variety of music is an important part of learning how to use the elements of music to create intent, context, and emotion to the music that we create.   Student procedure:   1. Students will use the digital resources available to them (web browser, personal electronic devices and music players, etc.) to find different versions of a song of their choosing. The versions could be different performances by the same artist, or they could be by different artists. There could be vocal and instrumental versions, etc. 2. Students can use a class journal or a digital document, such as a Google Doc, to compare and contrast the two versions of the song that they choose. 3. The journal entry or document should answer at least the following questions:    * What is the title of the song?    * Who is the composer?    * Who is performing in each version?    * What is the message, or story of the song?    * Is the message the same in both versions?    * What is the context of the song? Was it written in response to some event? Was it written with a specific purpose or setting in mind?    * What do you think the intent of the composer was in the original version? What emotion or feeling was the song intended to create in the listener?    * How did the intent or context change in the second version of the song?    * Does the performance setting change the intent or context of the song (i.e. studio version vs live version)?    * How were the elements of music used differently in the two versions?    * Which version do you prefer? 4. Follow your class procedures for submitting the assignment and be prepared to discuss what you learned with a friend or the class. | | | | | | | | |
| 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 discussion and reflection. | | | | | | | |

**DISCLAIMER**

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