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| Course: Music Technology | | GRADE: Middle School 2-3 85-minute classes | | | | UNIT: 5 | Lesson Plan: 2 |
| LESSON TITLE: Happy Holidays! | | | | | | [click to see a larger image](http://www.kinderart.com/arthistory/kandinskycolors1lg.jpg)  Sample(s)  Haunted House | |
| ENDURING UNDERSTANDING: Musicians’ creative choices are influenced by their context, expressive intent, and established criteria. | | | | | |
| TECHNICAL FOCUS: Students will be able to define and identify the element of expression in music and how it can be used to create music for a specific occasion and setting. Student will use the DAW, MIDI device or other digital tools to explore, improvise, and create a 90 second composition that fits the intent and context of the performance. | | | | | |
| MUSIC TECHNOLOGY GSE TO ADDRESS IN UNIT:  PERFORMING  MSMTC6.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 the content and concepts of expression from lesson 1. * Survey students about their background knowledge of holiday music. | | | * Guided notes * One-on-one or group in-process critiques. | | * Vocabulary quizzes * Create a 90 second composition appropriate for a particular holiday. | | |
| MAJOR UNIT CONCEPTS AND VOCABULARY | | | | | | | | |
| FOUNDATIONAL INFORMATION:  Introductory knowledge of the elements of music focusing specifically on harmony.  CONCEPTS:   * Dynamics * Intent and context * Digital effects: Modulation and Pitch Bend Wheel * Automation, amplitude, velocity * Consonant and dissonant intervals   VOCABULARY:  Amplitude, automation, consonant, dissonant, dynamics, modulation wheel, pitch bend wheel, velocity  Additional Supplemental Links:  [Scary Halloween Music](https://youtu.be/J8eazdfRP30)  [Christmas Music With Crackling Fire](https://youtu.be/iGwawktAMRg)  [Patriotic Music](https://youtu.be/4daJ8gMtE-g)  [daveconservatoire.org](http://www.daveconservatoire.org/) | | | | | | | | |
| DIFFERENTIATED LEARNING | | | | | | | | |
| INCREASED RIGOR:  Advanced students will create 90 seconds of “exit” music to go with their “entry” music. 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 * Demonstration videos * Supplemental links | | | | |
| OPENING  Getting students ready to learn | **ESSENTIAL QUESTION:**  How do musicians make meaningful connections to creating, performing and responding? | | | | | | | |
| **HOOK/INTRODUCTION ACTIVITY:**   |  | | --- | | *\*This lesson can be adapted for different holidays throughout the year depending on when this lesson is being taught. The lesson uses Halloween.*   1. Ask the students to describe “scary” music. Challenge them to use musical and digital terminology as much as possible. 2. Play some examples of scary music or music from a scary movie. 3. Ask the students to describe the music they hear. Facilitate a discussion with the class about what makes the music sound scary. 4. Tell the students that there are a variety of musical and digital techniques and tools that can be used to create music that sounds scary. | | | | | | | | |
| CREATING | **STUDENT AND TEACHER PROCEDURES:**   |  | | --- | | 1. Students should have their MIDI synthesizers/controllers on and ready to play. If using the MIDI controller, it must be running in a software track in the DAW. Synthesizer sounds with little or no decay will work best. 2. The first technique that they can use to create scary sounds is using dissonant intervals. Explain that intervals between pitches are classified as consonant or dissonant. Consonant intervals are two pitches that blend or sound pleasant when played simultaneously. Dissonant intervals are two pitches that seem to clash or sound unpleasant when played together. Play the students some examples of dissonant and consonant intervals without telling them what the actual intervals are. 3. Tell the students to experiment on their keyboards to see if they can discover some consonant and dissonant intervals. Give them time to experiment and then ask some of them to share the sounds they discovered. 4. As they share their sounds, begin to explain intervals that are classified as consonant and dissonant. There are two classes of consonant intervals—perfect and imperfect. The perfect consonants are the Perfect 4th and Perfect 5th intervals. The imperfect consonants are the major and minor 3rds and 6ths. Ask the students to try and create these consonant intervals on their keyboards. 5. Next, explain that the dissonant intervals are the major and minor 2nds and 7ths. Ask the students to explore creating these dissonant intervals on their keyboards. 6. Explain that the dissonant intervals sound unpleasant and tense while consonant intervals sound more pleasant and at ease. Dissonant intervals are often used to create music or sounds for scary or unpleasant purposes. Remember the idea of “intent” in the previous lesson? 7. In addition, the tension that can be created using dissonant intervals, we also have some tools available to use through technology that can be used to heighten the tension of sounds. 8. The first tool is what is called a modulation wheel. This can be found on most MIDI keyboards and is usually one of two wheels. Modulate means to vary or adjust. The modulation wheel works by changing different parameters of a synthesized sound to create either a vibrato effect or a wavering of the tone. Changing the position of the modulation wheel can create some great effects when used in combination with certain sounds. Give the students time to experiment with the modulation wheel and various synthesized sounds in the DAW. 9. The next digital tool they have at their disposal is usually very close to the modulation wheel and it is called the pitch bend wheel. The pitch bend wheel works by changing the pitch of a note in a continuously variable manner. This means that the pitch is moved in microtones like the sound of a slide whistle or a trombone glissando rather than chromatically. 10. When the pitch bend and modulation wheels are used in combination, we can make some pretty weird and interesting sounds.     Formative assignment:   1. A local company is creating a haunted house during the month of October for the Halloween season. They would like to have some spooky sounds and music to play near the entrance of the haunted house while patrons are waiting in line to enter. 2. The company has contracted you to create a 90 second multi-track recording of sounds and music that can be looped outside of their haunted house that reflects the dark and spooky theme of the attraction. 3. Your job is to use your knowledge of music, along with the new concepts of dissonant and consonant intervals, and the digital effects of the pitch bend and modulation wheels to create a soundtrack for their entrance. 4. In addition to the musical sounds that you create, you could also use other sounds that you could record using a microphone or from other sources. 5. Use your imagination and the tools in front of you. Share your ideas with a friend as you develop them and exchange feedback. 6. Follow your class procedures to submit a .mp3 file of your finished product. | | | | | | | | |
| 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. | | | | | | | |

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