

Music Lesson Plan Form

Teacher: Miss Strouse

Class/Course: Electronic Music

Grade Level: 9-12

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

1. Creating

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

MU:Cr3.1.T.IIa Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

2. Performing

MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

3. Responding

MU:Re7.2.T.IIa Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

MU:Re9.1.T.IIa Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities

Include one or more Core Standards that the lesson focus include:

- [Core Music Standards \(Music Technology\)](#)

B. Optional: List your state standards that are addressed in this lesson

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<https://ti-me.org/index.php/home/tapsu.html>

1. Computer Music Notation

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Objective 1 - Students will be able to compose short variations of a familiar melody.

- Objective 2 - Students will compose an original simple melody using repetition and step-wise motion.
- Objective 3 - Students will perform their simple melody on the piano.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

Students know how to play simple melodies and chords on the piano. Students know how to input pitches and rhythms in NFL.

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

A device with NFL.

Keyboard.

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

Students will be arranged in the classroom according to strengths. Students IEPs will be followed.

H. Assignments:

What must the students do after the class in preparation for the next class?

Complete any assignments not completed in the allotted class time.

I. Evaluation

(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)

Repetition/Step-wise activity.

Teacher/peer check-ins

Official rubric:

https://docs.google.com/spreadsheets/d/1neG7Mia1r62TT_sH6aAc7sINzvcvOfuMZHinOcUoB4w/edit?usp=sharing

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: Importance of Repetition.

1. Play Shake it Off by Taylor Swift as students enter classroom. How many of you enjoy this song? How many of you enjoyed it when you first heard it?
2. The teacher or a student plays Ode to Joy for the class. How many of you like listening/playing this melody? Why? How many of you have heard this melody many times before?
3. Show video on TedEd talk on repetition in music.
4. Together open up activity template on repetition - How can you use repetition in your composition, but in an interesting way?
<https://acomposers.sites.noteflight.com/scores/view/338172d2501bd1ab9f1bdf7e12cf9304a09772e>
5. Demo and give students a few moments to complete each task. Monitor all screens to make sure students are on the right track.
6. Students who are finished early - play Ode to Joy variations on the synthesizer.

Activity 2: Importance of Step-wise motion.

1. Define steps and leaps in music.
2. Visually identify steps/leaps in familiar tunes from piano unit.

Are You Sleeping?

5

9 Musette

13

The image displays four staves of musical notation. The first two staves are for the melody 'Are You Sleeping?' in 4/4 time, with red dots marking leaps. The last two staves are for the melody 'Musette' in 3/4 time, also with red dots marking leaps. The red dots are placed on notes that are not connected to the previous note by a line, indicating leaps.

*Lead students to discover the leaps are usually broken chords.

3. Open up Ode to Joy activity from yesterday. In your variation (B'), color all leaps red. Adjust your variation if there is more than one red note in a measure and it is not a broken c chord.
4. Peer discussions: How does your adjusted variation sound? Is it improved? Why or why not?

Activity 3: Simple Melody Composition:

<https://acomposers.sites.noteflight.com/scores/view/fc47ed838f3b404737d599177bccdca9f165e966>

Day 1: Complete steps 1 - 2 with teacher/peer check in.

Day 2: Complete steps 3 - 4 with teacher/peer check ins. Students will color code leaps if needed.

Day 3: Practice playing simple melody on keyboard and perform for class.