

**Composing in Soundtrap Unit**  
“Ternary Form Composition” Day 1 – Introduction

Name:           Daniel Behler          

Date:           Tuesday, Feb. 23<sup>rd</sup>, 2021          

Grade Level:           9<sup>th</sup> – 12<sup>th</sup> Grades          

Class:           Electronic Music          

**1. State and National Standards:**

**i. PA State Standards**

1. 9.1.12.C. – Integrate and apply advanced vocabulary to the arts forms.
2. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**ii. National Standards**

1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. MU:Cr2.1.C.IIIb – Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

**2. Essential questions:**

- i. How can we use Soundtrap to arrange our own unique pieces of music?
- ii. How can we use Soundtrap to compose unique musical ideas?

**3. Student learning outcomes (SLO):**

- i. Students will demonstrate understanding of Soundtrap and its various functions through the creation of a unique individual composition.
- ii. Students will understand the structure of ternary form in music.
- iii. Students will become familiar with the process of using MIDI to create and edit melodic and harmonic passages in Soundtrap.

**4. Prior knowledge:**

- i. Students should be familiar with the interface and basic functions of Soundtrap.
- ii. Students will know how to utilize the loop library in Soundtrap, using them for their personal compositions.

**5. Materials needed:**

- i. Soundtrap studio for students’ “Ternary Form Composition”
- ii. Instructional document for the composition project, including explanations on:
  1. Ternary (ABA) Form in music
  2. Using MIDI to create drum beats and unique melodies
- iii. Individual student devices and headphones

**6. Organization:**

- i. This lesson will begin with full group organization, before moving into time for independent work.

## TEACHING PROCEDURES

- A. Introduction:** “Before we start on our next projects, I have a couple of announcements”
- i. First, students should make sure to finish and submit their podcast ASAP.
  - ii. Students should also complete the discussion board on Schoology by Wednesday.
- B. Groundwork:** “Our next project will be a composition project!”
- i. Students should open up the google document daily schedule and the instructions for this composition project.
  - ii. As a class, watch the video on form in music, specifically pointing out the latter half about ternary form, which will be used for this project
  - iii. Demonstration of MIDI skills in Soundtrap
    1. Show how to create a track in MIDI and change the instrument
    2. Show how to record on a track using MIDI through the keyboard
- C. Engagement:** “You’ll have the next few class periods to work on your project.”
- i. Students can continue to work on their project for the remainder of class.
- D. Assessment:**
- i. Projects will be assessed using a rubric, which is present on Schoology. The categories within the rubric are:
    1. Timing
    2. Use of Compositional Techniques
    3. Artistic/Appropriate Loop Choice
    4. Aesthetic Statement
    5. Dynamics
    6. Ternary Form
- E. Closure and summarizing strategy:**
- i. “Remember to finish any loose ends with the podcast assignment”
- F. Assignments or practice requirements:**
- i. Students will have until Thursday, February 25<sup>th</sup> to complete their compositions.

### **Differentiation**

*Early finishers:* Students may opt to expand their compositions into more complex forms. They can also continue to dig into their compositions as they desire. Another option available to students who complete their composition will be to create a different contrasting composition.

*Remediation:* Students may keep their compositions in a simple ternary structure.

*Enrichment:* Students continue to dig into their compositions as they desire, and, as with early finishers, can expand their pieces into more complex forms.

*Special Accommodations:* Students on CARES can participate in instruction synchronously.

### **Reflections on the lessons:**

**Composing in Soundtrap Unit**  
“Ternary Form Composition” Day 2 – Rubric & Examples

Name:           Daniel Behler          

Date:           Wednesday, Feb. 24<sup>th</sup>, 2021          

Grade Level:           9<sup>th</sup> – 12<sup>th</sup> Grades          

Class:           Electronic Music          

**1. State and National Standards:**

**i. PA State Standards**

1. 9.1.12.C. – Integrate and apply advanced vocabulary to the arts forms.
2. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**ii. National Standards**

1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. MU:Cr2.1.C.IIIb – Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

**2. Essential questions:**

- i. How can we use Soundtrap to arrange our own unique pieces of music?
- ii. How can we use Soundtrap to compose unique musical ideas?

**3. Student learning outcomes (SLO):**

- i. Students will demonstrate understanding of Soundtrap and its various functions through the creation of a unique individual composition.

**4. Prior knowledge:**

- i. Students should be familiar with the interface and basic functions of Soundtrap.
- ii. Students will know how to utilize the loop library in Soundtrap, using them for their personal compositions.
- iii. Students should know the structure of ternary form in music (ABA).
- iv. Students should be familiar with MIDI recording and editing in Soundtrap.

**5. Materials needed:**

- i. Soundtrap studio for students’ “Ternary Form Composition”
- ii. Instructional document for the composition project, including explanations on:
  1. Ternary (ABA) Form in music
  2. Using MIDI to create drum beats and unique melodies
- iii. Individual student devices and headphones
- iv. Rubric in Schoology for the “Ternary Form Composition” project
- v. Two examples of student compositions from previous classes.

**6. Organization:**

- i. This lesson will begin with full group organization, before moving into time for independent work.

## TEACHING PROCEDURES

- A. Introduction:** “Let’s take a look at of the rubric for this assignment”
- i. Using screenshare/AirPlay, walk students through the rubric for this assignment.
- B. Groundwork:** “Here are a few examples of previous students’ compositions.”
- i. Using screenshare/AirPlay, show students the two examples of the ternary composition assignment as done by students in previous sections of this course.
- C. Engagement:** “You’ll have the next few class periods to work on your project.”
- i. Students can continue to work on their project for the remainder of class.
- D. Assessment:**
- i. Throughout the class, float around and check in with individual students to make sure they’re making progress, and to address any questions they may have.
    1. Utilize the Zoom chat to check in with students on CARES.
  - ii. Projects will be assessed using a rubric, which is present on Schoology. The categories within the rubric are:
    1. Timing
    2. Use of Compositional Techniques
    3. Artistic/Appropriate Loop Choice
    4. Aesthetic Statement
    5. Dynamics
    6. Ternary Form
- E. Closure and summarizing strategy:**
- i. “This will be due at the end of class tomorrow!”
- F. Assignments or practice requirements:**
- i. Students will have until Thursday, February 25<sup>th</sup> to complete their compositions.

### **Differentiation**

*Early finishers:* Students may opt to expand their compositions into more complex forms. They can also continue to dig into their compositions as they desire. Another option available to students who complete their composition will be to create a different contrasting composition.

*Remediation:* Students may keep their compositions in a simple ternary structure.

*Enrichment:* Students continue to dig into their compositions as they desire, and, as with early finishers, can expand their pieces into more complex forms.

*Special Accommodations:* Students on CARES can participate in instruction synchronously.

### **Reflections on the lessons:**

**Composing in Soundtrap Unit**  
“Ternary Form Composition” Day 3 – Final Working Period

Name:           Daniel Behler          

Date:           Thursday, Feb. 25<sup>th</sup>, 2021          

Grade Level:           9<sup>th</sup> – 12<sup>th</sup> Grades          

Class:           Electronic Music          

**1. State and National Standards:**

**i. PA State Standards**

1. 9.1.12.C. – Integrate and apply advanced vocabulary to the arts forms.
2. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**ii. National Standards**

1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. MU:Cr2.1.C.IIIb – Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

**2. Essential questions:**

- i. How can we use Soundtrap to arrange our own unique pieces of music?
- ii. How can we use Soundtrap to compose unique musical ideas?

**3. Student learning outcomes (SLO):**

- i. Students will demonstrate understanding of Soundtrap and its various functions through the creation of a unique individual composition.

**4. Prior knowledge:**

- i. Students should be familiar with the interface and basic functions of Soundtrap.
- ii. Students will know how to utilize the loop library in Soundtrap, using them for their personal compositions.
- iii. Students should know the structure of ternary form in music (ABA).
- iv. Students should be familiar with MIDI recording and editing in Soundtrap.
- v. Students should be aware of the rubric in Schoology for this project, and will have listened to two strong examples of the project.

**5. Materials needed:**

- i. Soundtrap studio for students’ “Ternary Form Composition”
- ii. Instructional document for the composition project, including explanations on:
  1. Ternary (ABA) Form in music
  2. Using MIDI to create drum beats and unique melodies
- iii. Individual student devices and headphones

**6. Organization:**

- i. This lesson will consist primarily of time for independent composition work.

## TEACHING PROCEDURES

### A. Introduction:

- i. Students should open up their Soundtrap studios for the composition project.

### B. Groundwork:

- i. Students should also open up the daily schedule for the class for a reminder about how to properly submit the assignment on Schoology.

### C. Engagement:

- i. Students can continue to work on their project for the remainder of class.

### D. Assessment:

- i. Throughout the class, float around and check in with individual students to make sure they're making progress, and to address any questions they may have.
  1. Utilize the Zoom chat to check in with students on CARES.
- ii. Projects will be assessed using a rubric, which is present on Schoology. The categories within the rubric are:
  1. Timing
  2. Use of Compositional Techniques
  3. Artistic/Appropriate Loop Choice
  4. Aesthetic Statement
  5. Dynamics
  6. Ternary Form

### E. Closure and summarizing strategy:

- i. "Don't forget to submit this assignment of Schoology!"

### F. Assignments or practice requirements:

- i. Students should ensure their assignment is submitted before the start of next class.

### **Differentiation**

*Early finishers:* Students may opt to expand their compositions into more complex forms. They can also continue to dig into their compositions as they desire. Another option available to students who complete their composition will be to create a different contrasting composition.

*Remediation:* Students may keep their compositions in a simple ternary structure.

*Enrichment:* Students continue to dig into their compositions as they desire, and, as with early finishers, can expand their pieces into more complex forms.

*Special Accommodations:* Students on CARES can participate in instruction synchronously.

### **Reflections on the lessons:**

**Composing in Soundtrap Unit / Arranging Music Unit**  
Composition Sharing / Introduction

Name:           Daniel Behler          

Date:           Friday, Feb. 26<sup>th</sup>, 2021          

Grade Level:           9<sup>th</sup> – 12<sup>th</sup> Grades          

Class:           Electronic Music          

**1. State and National Standards:**

**i. PA State Standards**

1. 9.1.12.C. – Integrate and apply advanced vocabulary to the arts forms.
2. 9.1.12.J. – Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**ii. National Standards**

1. MU:Cr2.1.T.IIIa – Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.
2. MU:Cr2.1.C.IIIb – Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

**2. Essential questions:**

- i. How can we use Soundtrap to arrange our own unique pieces of music?
- ii. How can we use Soundtrap to compose unique musical ideas?
- iii. How can MIDI be arranged in Soundtrap to redesign the music?

**3. Student learning outcomes (SLO):**

- i. Students will demonstrate understanding of Soundtrap and its various functions through the creation of a unique individual composition.

**4. Prior knowledge:**

- i. Students should be familiar with the interface and basic functions of Soundtrap.
- ii. Students should be familiar with MIDI recording and editing in Soundtrap.

**5. Materials needed:**

- i. Completed student ternary composition projects in Soundtrap.
- ii. AirPlay capabilities on TV system.
- iii. Presentation on Arranging music including examples of arrangements.
- iv. Soundtrap assignment & instructions for “Yankee Doodle Arrangement.”

**6. Organization:**

- i. This lesson will begin in full group organization, switching to independent organization halfway through class.

**TEACHING PROCEDURES**

**A. Introduction:** “We’re going to listen to each other’s compositions today!”

- i. Practice clapping so students are comfortable supporting their peers.

- B. Groundwork:** Listen through student compositions.
- i. Begin by taking student volunteers but move on to selecting at random as needed.
  - ii. If a student volunteers another, use that as the student volunteering their project.
- C. Engagement:** Introduction to arranging music.
- i. Students should make a copy of the “Yankee Doodle Arrangement” Google Doc
  - ii. Work through presentation on arranging, introducing the following vocabulary:
    1. Arrangement
    2. Introduction
    3. Verse
    4. Refrain
    5. Coda
  - iii. Demonstrate simple MIDI techniques (review)
    1. Changing MIDI Instrument
    2. Adjusting notes of a MIDI region
    3. Recording a MIDI region
  - iv. Go through instructions for Yankee Doodle Arrangement project
    1. Listen to two examples of previous submissions
    2. Walk through rubric in Schoology
  - v. Students will have the rest of class to start the project.
- D. Assessment:**
- i. Students will be graded on their arrangement project on a provided rubric
- E. Closure and summarizing strategy:**
- i. This project will be due by the end of class on Monday, March 1<sup>st</sup>.
- F. Assignments or practice requirements:**
- i. Students can continue to work on their arrangement over the weekend.

### **Differentiation**

*Early finishers:* Students may opt to expand their arrangement into a more complex form. They can also continue to dig into their compositions as they desire. Another option available to students who complete their arrangement will be to create a different contrasting arrangement.

*Remediation:* Students can keep their arrangements simple, sticking to the provided instructions.

*Enrichment:* Students continue to dig into their arrangements as they desire, and, as with early finishers, can expand their pieces into more complex forms.

*Special Accommodations:* Students on CARES can participate in instruction synchronously.

### **Reflections on the lessons:**