Elements of Music
Introduction

Name: _____Daniel Behler_____ Date: _____Wednesday, Mar. 3rd , 2021___

Grade: _____7th Grade_____ Class: _____General Music_____

1. **State and National Standards**:
   i. State Standards
      1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
      2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
   ii. National Standards
      1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. **Essential questions**:
   i. How can we use the elements of music to compose unique pieces of music?
   ii. How does each element contribute to the overall sound of a piece of music?
3. **Student learning outcomes (SLO)**:
   i. Students will become familiar with the definitions of "elements of music," as well as the individual elements of tempo, rhythm, and melody.
   ii. Students will demonstrate understanding of melody and rhythm through the creation of a unique melody using Chrome Music Lab.
4. **Prior knowledge**:
   i. This is the first class of the rotation.
5. **Materials needed**:
   i. Google Slides presentation "Elements of Music" and AirPlay capabilities.
   ii. "Elements of Music" worksheet to be copied by students
   iii. My Music Survey via Google Forms
   iv. Class syllabus for 7th Grade Music
   v. Student access to individual devices for Chrome Music Lab
6. **Organization**:
   i. This lesson will be taught in full group organization, split into independent work, before reconvening as a full class if there's time.

TEACHING PROCEDURES
A. **Introduction**: "Welcome to Music!"
   i. Students will be assigned seats in person. Students on CARES will be on Zoom.
   ii. Teachers will be introduced, while students will share their names.
   iii. Classroom expectations and the course syllabus will be briefly discussed.
B. **Groundwork**: "Let's review the course outline and expectations for this class."
   i. Students may follow along in a copy of the syllabus.
   ii. Make sure to ground all policies in respect – particularly when listening to music!

    C. Engagement: Introduction to the Elements of Music
        i.   Students should take notes in their copy of the "Elements of Music" worksheet.
        ii. Progress through the presentation, covering the following topics
              1. The Elements of Music (building blocks)
              2. Tempo
              3. Rhythm
              4. Melody
        iii. Include listening examples throughout the presentation
        iv. Students should open Chrome Music Lab following the presentation
    D. Assessment:
        i.   Students will compose a small passage in Songmaker, using their knowledge of rhythm, tempo, and melody.
        ii. This assignment will be submitted to Schoology for a completion grade.
        iii. If time, we will listen to students' compositions on a volunteer basis.
    E. Closure and summarizing strategy:
        i.   Before next class, please complete the "My Music Survey" in Schoology!
    F. Assignments or practice requirements:
        i.   Students should complete their first composition.
        ii. Students should complete the My Music Survey.

<u>Differentiation</u>
Early finishers: Students may create an additional melody or move on to the My Music Survey.
Remediation: Students may keep their melodic compositions simple.
Enrichment: Students may make their melodies as complex as they desire.
Special Accommodations: Students on CARES may participate synchronously via Zoom, using screenshare capabilities to keep them on pace with all full group instruction.

 Reflections on the lessons:

Elements of Music
Harmony & Tone Color

Name: _____Daniel Behler_____   Date: _____Thursday, March 4th, 2021_____

Grade: _____7th Grade_____   Class: _____General Music_____

1. **State and National Standards**:
    i. State Standards
        1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
        2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
    ii. National Standards
        1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. **Essential questions**:
    i. How can we use the elements of music to compose unique pieces of music?
    ii. How does each element contribute to the overall sound of a piece of music?
3. **Student learning outcomes (SLO)**:
    i. Students will become familiar with the definitions for harmony and tone color.
    ii. Students will demonstrate understanding of melody and harmony through the creation of a unique melody using Chrome Music Lab.
    iii. Students will demonstrate understanding of tone color through the completion of the loop assignment.
4. **Prior knowledge**:
    i. Students should be familiar with the definition of "elements of music," as well as the definitions for melody, rhythm, and tempo.
5. **Materials needed**:
    i. Google Slides presentation "Elements of Music" and AirPlay capabilities.
    ii. "Elements of Music" worksheet (copied by students)
    iii. My Favorite Loops Tone Color and compositionSchoology assignments
    iv. Student access to individual devices for Chrome Music Lab and Soundtrap
    v. Access code for 7th Grade Music Soundtrap class.
6. **Organization**:
    i. This lesson will be taught in a combination of full group and individual organization.

TEACHING PROCEDURES

A. **Introduction**: Students will enter class while music with distinct harmony playing.
    i. Students should open up their Elements of Music worksheet document
B. **Groundwork**: Introduction of Harmony
    i. Going through the presentation, discussing harmony after reviewing tempo, rhythm, and melody

      ii. Melody & Harmony composition assignment in Chrome Music Lab
          1. Students should take 10 minutes to compose a brief melody
          2. They then should copy the melody and add harmony
          3. Once they finish, the link should be submitted to Schoology

C. Engagement: Introduction of Tone Color
      i. Work through presentation on tone color, including listening examples
      ii. Soundtrap loop assignment – set up student Soundtrap accounts
          1. Instructions listed in Google Document schedule
          2. Brief introduction to Soundtrap and loop library
          3. Students will complete the "My Favorite Loops – Tone Color" assignment

D. Assessment:
      i. Harmony – students will compose in Chrome Music Lab to demonstrate understanding of harmony vs. melody in music
      ii. Tone Color – students will submit the "My Favorite Loops – Tone Color" Schoology assignment to demonstrate understanding of Tone Color

E. Closure and summarizing strategy:
      i. "Don't forget to submit on Schoology!"

F. Assignments or practice requirements:
      i. Students should submit the tone color assignment by the end of the day.

Differentiation
Early finishers: Students may continue to explore the loop library.
Remediation: Students may keep their loop selection simpler, rather than finding the best loop.
Enrichment: Students may continue to explore the loop library.
Special Accommodations: Students on CARES may participate synchronously via Zoom, using screenshare capabilities to keep them on pace with all full group instruction.

 Reflections on the lessons:

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Elements of Music
Genre

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Name: _____ Daniel Behler _____   Date: _____ Friday, March 5th, 2021 _____

Grade: _____ 7th Grade _____   Class: _____ General Music _____

1. **State and National Standards**:
    i. State Standards
        1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
        2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
    ii. National Standards
        1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. **Essential questions**:
    i. How can we use the elements of music to compose unique pieces of music?
    ii. How can genre & style influence the characteristics of musical works?
3. **Student learning outcomes (SLO)**:
    i. Students should be able to define "genre" in the context of music.
    ii. Students will demonstrate an understanding of various musical genres by identifying musical examples. The genres will include: Country, EDM, Rock, Jazz, Pop, Disco, Classical, and Latin
4. **Prior knowledge**:
    i. Students should understand the definition of an "element" of music
    ii. Students should be familiar with the following musical elements: Rhythm/Tempo, Melody, Harmony/Texture, and Tone Color
5. **Materials needed**:
    i. Google Slides presentation "Elements of Music" and projector capabilities
    ii. YouTube playlist and speaker system
    iii. Student access to individual devices, "Elements of Music" worksheet copy, & Soundtrap
    iv. Schoology assignment for "Genre – Favorite Loops"
6. **Organization**:
    i. This lesson consists of both independent and full group activities and instruction.

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TEACHING PROCEDURES

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A. **Introduction**: Students will enter class while music is playing, containing harmony.
    i. If needed, students may take up to ten minutes at the beginning of class to complete the Tone Color – Favorite Loops assignment.
    ii. Loop sharing – if any students found particularly interesting tone color loops, they may volunteer to share these with the class.

B. Groundwork: Listening to student compositions
    i. On a volunteer basis, students can contribute either their First Composition or Melody/Harmony Composition submission on Schoology to be shared.
    ii. Discussion on the presence of the elements of music will occur after listening.

C. Engagement: Students should get out their laptops and pull up their copy of the "Elements of Music" worksheet.
    i. See what students know about "genre"
        1. Do they know the term?
        2. What are some examples?
        3. See below for connections to other media.
    ii. Students should copy down the definition of "Style/Genre:"
        1. A category that identifies a type of music
    iii. If students are having trouble understanding the definition, connect "genre" to other art forms like literature and film:
        1. Lit: science-fiction, historical fiction, nonfiction, mystery, adventure, etc.
        2. Film: science-fiction, documentary, comedy, romance, action, etc.
    iv. "Here are a bunch of different musical genres – we're going to listen through a song for each, and while you do, I want you to listen for what gives the song it's unique sound"
        1. Project slide 14, which lists different genres, and links to other slides with embedded videos of songs:
            1. Rock: "You Give Love a Bad Name" by Bon Jovi
            2. EDM: "Sandstorm" by Darude
            3. Latin: "Waka Waka" by Shakira
            4. Jazz: "It Don't Mean a Thing" by Ella Fitzgerald/Duke Ellington
            5. Disco: "Stayin' Alive" by Bee Gees
            6. Pop: "Me" by Taylor Swift & Brendon Urie
            7. Classical: Mozart's *Symphony No. 40*
            8. Country: "Ring of Fire" by Johnny Cash
        2. Have students select which examples they'd like to listen to.
        3. Watch about a minute or so of each piece, following it with discussion about what gives the piece (and the genre) a unique sound.

D. Assessment:
    i. While listening to the various examples, students will demonstrate understanding of "genre" and "style" by contributing to discussion, either voluntarily or when called on.
    ii. Students should strive to connect the style of each genre back to the other elements, but they can also contribute other ideas (instrumentation, length of piece, etc.)
    iii. Soundtrap assignment (Genre – Favorite Loop)
        1. Students should repeat yesterday's process of finding loops, this time looking through them by genre.
        2. After completing this, students should submit the assignment.

E. Closure and summarizing strategy:
    i. "Don't forget to turn in your assignments on Schoology!"
    ii. Check in with students on other outstanding assignments.

F. Assignments or practice requirements:
  i. Assignments to be turned in are:
    1. First Composition
    2. Melody/Harmony Composition
    3. Tone Color – Favorite Loops
    4. Genre – Favorite Loops

Differentiation
Early finishers: Students can continue exploring the loop library in Soundtrap and can continue familiarizing themselves with the program.
Remediation: Students can focus on a single element of music to compare across different genres. Students can also lightly peruse the earlier parts of the loop library.
Enrichment: Students can continue exploring the loop library in Soundtrap and can continue familiarizing themselves with the program.
Special Accommodations: Students on CARES can participate synchronously through Zoom.

 Reflections on the lessons:

Elements of Music
Form

Name: _____Daniel Behler_____   Date: _____Monday, March 8th, 2021_____

Grade: _____7th Grade_____   Class: _____General Music_____

1. **State and National Standards**:
    i. State Standards
        1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
        2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
    ii. National Standards
        1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. **Essential questions**:
    i. How can we use the elements of music to compose unique pieces of music?
    ii. How does each element contribute to the overall sound of a piece of music?
3. **Student learning outcomes (SLO)**:
    i. Students will demonstrate an understanding of different musical forms by participating in class activities and raising their hands at correct form changes.
    ii. Students will be able to compose a short piece in either binary or ternary form and should be able to identify which form they are using!
4. **Prior knowledge**:
    i. Students should understand the definition of an "element" of music.
    ii. Students should be familiar with the following musical elements: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, & Style/Genre
    iii. Students should be familiar with using the loop library in Soundtrap, as well as using Songmaker in Chrome Music Lab.
5. **Materials needed**:
    i. Google Slides presentation on the Elements of Music
    ii. Student copies of "Elements of Music" worksheet
    iii. Projector/speaker capabilities for in-person students
    iv. Student devices with access to Google Drive, Schoology, Soundtrap, and Chrome Music Lab - Songmaker
    v. "Genre – Favorite Loops" Schoology assignment
    vi. "Binary Songmaker Composition" Schoology assignment"
6. **Organization**:
    i. This lesson will alternate between full group and individual instruction, using a range of different activities to explore the various elements of music.

TEACHING PROCEDURES

A. **Introduction**: As students enter the classroom, have "Purple Rain" by Prince playing
    i. Casually discuss the elements of music present in the recording, using guiding questions as detailed below to facilitate the discussion.
    ii. After a few minutes, move into the review activities.

B. **Groundwork**: Review of the elements of music – "Undivided" & Genre Loops
    i. Students will listen to a few minutes of "Undivided" by Tim McGraw, specifically listening for the elements of music.
    ii. After listening, use guided questions (laid out below) for some class discussion on the elements of music.
        1. How does the melody sound?
            1. Anticipated answers: repeated notes, "it sounds good"
        2. Is there harmony? What is the texture like?
            1. Anticipated answers: none early, later on "purple rain" repeats
        3. What is the tempo? Are the rhythms fast or slow?
            1. Anticipated answers: moderate tempo, some words move faster
        4. What tone colors do you hear?
            1. Anticipated answers: drums, smooth voice, guitars
        5. What genre would you call this?
            1. Anticipated answers: Rock, Pop, Pop-Rock
    iii. Review of genre through loops assignment
        1. Students should open Schoology and Soundtrap, and, in about 15 minutes, complete the "Genre – Favorite Loops" assignment.
        2. If needed, students can complete this for homework.

C. **Engagement**: "The last element of music is Form/Structure."
    i. Poll the class for prior knowledge of form/structure and relevant vocabulary:
        1. "Has anyone heard of form before?"
        2. "What are some different sections of a song?"
        3. "Have you heard of a (verse, refrain/chorus, bridge)"
    ii. Students should copy down the definition of "form/structure" into their copy of the "Elements of Music" worksheet
    iii. "There are a lot of different forms – 'Purple Rain' is in verse-refrain form."
        1. Students should listen to "Purple Rain" and raise their hands when they hear the switch between verse and chorus
        2. This might require a second listen to familiarize students with the song.
    iv. Improvisation – "sometimes, there are sections in music where performers make up new melodies, which we call "soloing."
        1. Watch Miles Davis & John Coltrane's live "So What"
        2. Students should raise their hands when it sounds like Davis is improvising.
    v. Call & Response – "what do you think this form is?"
        1. Students should offer their idea about this form
            1. Expected answers: someone does a call, others respond
            2. If needed explain definition
            3. Elaborate on the variability of the form
        2. Watch the clip of Freddie Mercury at Live Aid for a 40 sec. example

    vi. Binary & Ternary Form
       1. Explain the difference (AB v. ABA)
       2. Watch video for further elaboration
 D. Assessment: Compose in Binary Form using Chrome Music Lab - Songmaker
   i. Students should access Chrome Music Lab through the schedule Google Doc
   ii. Students should compose a melody in binary form.
   iii. Once their melody is composed, they should experiment with harmony, texture, tempo, and tone color/instrumentation to personalize their compositions.
 E. Closure and summarizing strategy:
   i. Continue working on your piece! Think about some of the other elements while you work on your composition:
       1. What genre/style is your piece?
       2. How does the melody sound?
       3. Is there harmony? How thin/dense is the texture?
       4. Do you want a faster or slower tempo? What about your melody rhythms?
 F. Assignments or practice requirements:
   i. Students should continue working on their binary composition
   ii. If they haven't already, students should complete their Genre – Favorite Loops assignment by midnight.

Differentiation

Early finishers: Students can continue to explore the Soundtrap loop library, experiment in Soundtrap, add more elements to their binary composition, or experiment in CML.
Remediation: Students struggling with the composition will be encouraged to use a simple melody, with obvious differences between the A and B sections.
Enrichment: Students can continue to explore the Soundtrap loop library, experiment in Soundtrap, add more elements to their binary composition, or experiment in CML.
Special Accommodations: Students on CARES can participate synchronously through Zoom.

Reflections on the lessons:

Elements of Music
Binary Form Composition

Name: _____Daniel Behler_____   Date: _____Tuesday, March 9th, 2021_____

Grade: _____7th Grade_____   Class: _____General Music_____

1. **State and National Standards**:
   i. State Standards
      1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
      2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
      3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.
   ii. National Standards
      1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
      2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
2. **Essential questions**:
   i. How can we use the elements of music to compose unique pieces of music?
   ii. How does the form of a piece of music affect the overall mood and sound?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate the understanding of form through the composition of a short piece using loops in Soundtrap.
   ii. Students will be able to identify and explain the presence of musical elements in the Soundtrap form compositions created by their peers.
4. **Prior knowledge**:
   i. Students should understand the definition of an "element" of music.
   ii. Students should be familiar with the musical elements: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
   iii. Students should have a general understanding of the basics of Soundtrap.
5. **Materials needed**:
   i. Individual student devices with access to Chrome Music Lab & the class schedule
   ii. Projector/speaker capabilities (via AirPlay)
   iii. Demonstration project in CML
   iv. Headphones for students as needed
6. **Organization**:
   i. Students will begin in full group instruction but will split off to continue individual work on their Soundtrap Compositions.
   ii. If time, we will reconvene for full group assessment of their peers' projects.

TEACHING PROCEDURES

A. **Introduction**: As students walk in the room, Jacob Collier & Daniel Caesar's live performance of "Best Part" will be playing on the board (https://youtu.be/fD4rxj7-uO0)
   i. This will mostly serve as entry music, but students should briefly respond during a brief discussion about the musical elements at the start of class.
B. **Groundwork**: Review of Chrome Music Lab
   i. Project (screenshare) Chrome Music Lab via Airplay.
   ii. Demonstrate the following processes in Chrome Music Lab:
      1. Adding/removing melody/harmony notes
      2. Changing instruments
      3. Adding percussion
      4. Save process
C. **Engagement**: "Follow the link in the schedule to Chrome Music Lab
   i. "Take the next 15/20 minutes to work on your project."
      1. If you are done, try experimenting with some of the techniques that were demonstrated to add some flare to your composition.
      2. During this time, check in with individual students.
   ii. Students should submit the link to their composition on Schoology when finished.
D. **Assessment**: After 15/20 minutes, bring the class back together.
   i. Students will rate their progress is on a scale of 1 (not started) to 5 (done).
      1. Progress can also be measured via how many students commented.
   ii. If most students are done (3-5 ratings throughout), we will begin to listen to some of the students' compositions, listening for the elements of music.
   iii. If time, listen to various examples for the elements of music as review
E. **Closure and summarizing strategy**:
   i. "Keep thinking about the elements of music! You will have a quiz on Thursday."
F. **Assignments or practice requirements**:
   i. Students should submit their binary compositions by midnight.

Differentiation
Early finishers: Students can reflect on the feedback they were given and continue to add finishing touches and new elements to their compositions. They may also experiment in Chrome Music Lab and Soundtrap.
Remediation: Students will be encouraged to find two similar but contrasting loops, and an overall drum beat, in order to create a very simple piece using binary form.
Enrichment: Students can reflect on the feedback they were given and continue to add finishing touches and new elements to their compositions. They may also experiment in Chrome Music Lab and Soundtrap.
Special Accommodations: A Zoom room will be opened at the start of class for any CARES students, who will subsequently participate synchronously with their in-person peers.

Reflections on the lessons:

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Elements of Music
Quiz Preparation & Review

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Name: _____Daniel Behler_____   Date: _____Wednesday, Mar. 10th, 2021_____

Grade: _____7th Grade_____   Class: _____General Music_____

1. **State and National Standards**:
   i. State Standards
      1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
      2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
      3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.
   ii. National Standards
      1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
      2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
2. **Essential questions**:
   i. How are the elements of music used, and why are they important to know?
   ii. How can we use the elements of music to compose unique pieces of music?
   iii. How does the form of a piece of music affect the overall mood and sound?
3. **Student learning outcomes (SLO)**:
   i. Students will review the elements of music through listening to the Soundtrap compositions of their peers and identifying the presence of various elements.
   ii. Students will review the elements of music using a Kahoot! Quiz, featuring definitions and applications of the vocabulary.
4. **Prior knowledge**:
   i. Students should understand the definition of an "element" of music.
   ii. Students should be familiar with the musical elements: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
   iii. Students should have completed their binary or ternary Soundtrap compositions.
   iv. Students should know how to access and use Kahoot! quizzes
5. **Materials needed**:
   i. Projector/Speaker capabilities via Apple AirPlay
   ii. Soundtrap & access to student projects (shared via collaborators tab)
   iii. Individual student devices to access Kahoot!
   iv. Premade Kahoot! Quiz with 20 – 30 questions about the elements of music
6. **Organization**:
   i. This will consistent entirely of full group instruction.

TEACHING PROCEDURES

A. **Introduction**: As students enter, listen to Stevie Wonder's live performance of "Higher Ground" (https://youtu.be/XV1DK9tSHio).
    i. Lead brief discussion on the elements of music in this performance.
    ii. Make sure to reference genre this time!
B. **Groundwork**: "We're going to listen through your binary compositions!"
    i. Student compositions should be shared with Mr. Behler on Soundtrap
    ii. "After each piece, we're going to clap for each other. Let's practice!"
        1. Have students pretend a piece just finished, clapping for their "peer"
    iii. Listen through each piece. Afterward, have students identify different elements.
        1. All comments should be constructive and objective, unless someone particularly loved an element of their peer's piece.
        2. Due to the limitations of Chrome Music Lab, focus on the more objective eleements of music:
            1. Melody – how did it move?
            2. Harmony – was it present? How?
            3. Rhythm – how much space between notes?
            4. Tempo – what number? How'd it feel?
                1. How did the rhythm and tempo interact?
            5. Form – was it indeed binary?
            6. What tone colors were utilized and how did they sound?
C. **Engagement**: "Like I said yesterday, you're going to have a quiz on the elements of music on Thursday (tomorrow), so today we're going to review!"
    i. Open up Kahoot! and have students get out their devices.
    ii. Work through questions, covering the following topics:
        1. Definitions of various elements of music
        2. Applications of the different elements of music
        3. Listening examples of different elements of music
D. **Assessment**:
    i. Student understanding of form can be evaluated through the assessment of their Chrome Music Lab compositions.
    ii. Understanding of musical elements can be evaluated through both in-class discussions (higher ground, peer compositions), as well as through the Kahoot!
E. **Closure and summarizing strategy**:
    i. Students should submit their composition link to Schoology if they have yet to do so. This is the same case for any other outstanding Elements of Music work.
    ii. If we run out of time, end the Kahoot! at whatever point it is at.
    iii. If more time is needed, take song suggestions from the "My Music" survey completed after the first class period, and structure discussion on the elements of music around this music.
F. **Assignments or practice requirements**:
    i. "Review your notes for the quiz on Monday!"
    ii. The presentation on the Elements of Music will be included on the daily schedule and in Schoology for the purposes of review.

Differentiation
Early finishers: Students will remain on task throughout the full group instruction, so there should not be any early finishers.
Remediation: Students should focus on identifying a single element of music at a time when listening to their peers' compositions.
Enrichment: Students should feel free to refine their own compositions based on class feedback and ideas developed while listening to their peers' compositions.
Special Accommodations: Students on CARES will be able to participate remotely via Zoom.

Reflections on the lessons:

Elements of Music – Composition
Cumulative Quiz – Introduction

Name: Daniel Behler   Date: Thursday, March 11th, 2021

Grade: 7th Grade   Class: General Music

1. **State and National Standards**:
   i. State Standards
      1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
      2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
      3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.
   ii. National Standards
      1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
      2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
2. **Essential questions**:
   i. How are the elements of music used, and why are they important to know?
   ii. How can we use the elements of music to compose unique pieces of music?
   iii. How does the form of a piece of music affect the overall mood and sound?
3. **Student learning outcomes (SLO)**:
   i. Students will demonstrate understanding of the elements of music via their quiz containing questions on definitions and applications of the vocabulary.
   ii. Students will be given the remainder of class to experiment with composition.
4. **Prior knowledge**:
   i. Students should understand the definition of an "element" of music.
   ii. Students should be familiar with the musical elements: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
   iii. Students should have limited experience in both Chrome Music Lab & Soundtrap.
5. **Materials needed**:
   i. Individual student devices to access Schoology, Chrome Music Lab & Soundtrap.
   ii. Premade Schoology quiz with 12 – 15 questions on the elements of music
   iii. Schoology assignment to receive link to student composition experiments.
6. **Organization**:
   i. This lesson will consistent entirely of independent student-paced activities.

TEACHING PROCEDURES

A. **Introduction**: Students will walk in as entrance music is playing
    i. Very briefly review and discuss the elements of music as they appear in the piece.

B. **Groundwork**: "Please get out your computers and log into Schoology."
    i. Students should pull up the "Elements of Music Quiz" completing it independently and without the assistance of notes.

C. **Engagement**:
    i. Once students are done, they should refer to the daily schedule.
        1. Link to a specific Soundtrap studio
        2. Loom video on composition in Soundtrap & basic editing skills
    ii. Students should freely experiment with composition, applying their knowledge of the elements of music to their projects.
        1. They will have the rest of the class period to do this
        2. If any questions arise about how to use either program, they should feel free to direct them to the teacher.

D. **Assessment**:
    i. Elements of Music:
        1. As students complete the quiz, submissions can be reviewed to ensure that, on average, everyone seems to have understood the content.
        2. If necessary, students can be extended the opportunity to open up their notes and make any final corrections to their quiz, should they find answers that they believe are incorrect upon further review.
    ii. Composition:
        1. Students should submit their composition experiments to Schoology by hitting the create tab & typing "done" by the end of class.

E. **Closure and summarizing strategy**:
    i. Students should make sure they have submitted their quiz on Schoology by the end of class.

F. **Assignments or practice requirements**:
    i. Students should submit their Soundtrap experiments to Schoology.

Differentiation

Early finishers: Students who complete the quiz quickly can spend the rest of class experimenting with composition. If time allows, they can work on multiple projects or try out both programs at their disposal.

Remediation: Students will be given the chance to use their notes to make corrections to their quiz submissions if necessary.

Enrichment: Students can spend the remainder of their class time working on composition projects, using this time to dig deeper into any area of composition which fascinates them.

Special Accommodations: Students of CARES will be able to synchronously follow instruction via Zoom.

Reflections on the lessons: