

EDTPA HIGH SCHOOL GENERAL MUSIC LESSON PLAN

Teacher: Kenneth Kamping

Lesson Title: Learning form of Pop songs and creating one using GarageBand

Music Learning Discipline (Instrumental, Choral, General): General

Grade(s): 9-12

Central Focus: Students will be introduced to the basic form of Pop songs through the song Hey Ya by Outkast and will be asked to create their own Pop song using loops found on GarageBand through this understanding of form.

Essential Literacy Strategy: Students develop their music literacy through learning about form in music which gives them a greater understanding of how songs are constructed.

Requisite Skills: Students are able to use and navigate a Mac computer, use and navigate GarageBand, and have a basic understanding of what a verse and a chorus are in a song.

Reading and Writing Connections: Students need to understand musical vocabulary in order to engage in conversations with the teacher about the task that is presented to them. The students will be reading the information that the teacher presents to them regarding form in Pop songs and will write their own song using GarageBand.

Content/Common Core Standard(s):

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a “step” of growth.

New York Learning Standards for the Arts:

MU:Cr2.1.T.HSIa

Artistic Process: Creating

Anchor Standard: 2 – Organize and develop artistic ideas and work

Enduring Understanding: Musicians creative choices are influenced by their expertise, context, and expressive intent.

Performance Indicator: Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work, using digital and analog tools

MU:Re7.2.T.HSIa

Artistic Process: Responding

Anchor Standard: 7 – Perceive and analyze artistic work

Enduring Understanding: Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music

Performance Indicator: Compare passages in musical selections and explain how the elements of music, technological aspects, context, and purpose inform a response.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to describe musical form in most Pop Songs and create their own song using GarageBand.

Process Skill and Concept Objectives: Students demonstrate their understanding of form by mimicking the same form in their compositions, and by seeing the form visually through GarageBand.

Student Friendly Daily Learning Target (I can... or pose as a question): I will be able to describe musical form in Pop songs and create my own song using the same form.

Music Education Approach (Gordon, Kodaly, Orff, Dalcroze):

This lesson incorporates the aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: GarageBand, form, Verse-chorus form, Introduction, A-section, B-section

Language Function:

Respond: Students respond by creating their own song using Verse-chorus form.

Analyze: Students analyze what a song looks like through GarageBand and can visibly see the different sections throughout a song.

Evaluate: Students peer evaluate each other's compositions.

Additional Language Demand:

Syntax: Students read about Verse-Chorus form as presented by the teacher and read and understand the form as it is presented through GarageBand.

Discourse: Students follow along and ask questions if needed as the teacher talks about form in songs.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment:

Informal – The teacher will be going around the room and informally assessing students to see who might need help with creating their songs.

Formal – The teacher will be formally assessing their song creations through the form of a project in which they must complete a full 3-minute song.

What is being assessed: An understanding of how Pop songs are constructed.

Assessment accommodations: Differentiated instruction will be given to those that need it, as described in their IEP or 504 Plan.

Feedback:

Type of feedback that will be given to students: The teacher will provide feedback such as reminding the students of what instruments they must use in their song, the breakdown of the Verse-Chorus form, and make the students aware of how the form looks through GarageBand by observing the different blocks of musical tracks.

What students will do with the feedback: Students use feedback to improve their understanding of basic song form and create their own songs.

Instructional Resources and Materials:

Mac Computer

GarageBand

Whiteboard/Smartboard

Connection to Prior Academic Learning and Requisite Skills:

Students are familiar with how to load and navigate both their Mac computer and GarageBand and have a basic understanding of what a verse and a chorus are in a song.

Connections to Cultural/Personal/Community Assets:

At the end of this lesson, students will have the knowledge and information to be able to create their own Pop songs using GarageBand. Pop songs are a huge part of Pop Culture and being able to understand their form will give students a greater appreciation for the songs they listen to.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: Being able to understand the form of songs on a much deeper level and creating their own song will increase a student’s level of appreciation for music and keep them engaged while creating their songs in class.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
3 Minutes	The teacher will welcome all of the students with a smile as they walk into class. The teacher will instruct the students once they are seated to log onto their computers and open up GarageBand. Once this is done, the teacher will describe to the class that they will be learning about the form of many Pop songs, and they will each create their own song using this form.	The students will follow the instructions given to them by the teacher.
3 Minutes	The teacher will then play the song Hey Ya by Outkast and ask the students to listen to the form of the song.	The students will listen to the form of the song Hey Ya.
3 Minutes	Once the song is done, the teacher will ask the students about what they noticed. The students will hopefully say how the song was repetitive with a few distinct sections. If the students don’t realize this, the teacher will explain it to them. The teacher will then talk about how this song uses a very simple form called “Verse-Chorus” form. The teacher will then describe how in this form there are 2 main sections, sometimes with an introduction, and these sections get repeated throughout the song with slight variances.	The students will respond to the best of their ability and will listen to the teacher as they explain Verse-Chorus form.
5 Minutes	The teacher will then play the song again, asking the students to point out when they think the verse and chorus happen, while also pointing out the introduction (which is not always included). As the song is playing and students are pointing out the sections, the teacher will be writing them out on the Whiteboard so the students can see how the form is developing throughout the song.	The students will do their best to point out when the verses and choruses happen.
3 Minutes	After the song is completed and the breakdown of all the sections of the song is presented on the board, the teacher will then discuss the sections again. The teacher will state again how each verse or “A-section” is repeated even though the words might be slightly different, and the same happens with the chorus or “B-section”. The teacher will state how there can be more sections involved in a song (C-section, D-section, etc.), but this song and form only includes and A and B section.	The students will listen to the teacher explain the different sections of a song and will do their best to understand this concept of different sections in music.

22 Minutes	<p>The teacher will then inform the students that now they will be creating their own songs that follow the same Verse-Chorus form using GarageBand. The students will be instructed to use the loops that are found in GarageBand, and that they must include a drums loop, a guitar loop, a bass guitar loop, a keyboard loop, and some other instrument of their choice. The teacher will then state how they will be using the rest of the class period to begin working on these projects, and if they have any questions to ask the teacher. The teacher will then invite them to start working.</p> <p>The teacher will remind the students that each section must be contrasting and different than the other and will give helpful hints on how to start such as utilizing an introduction, and that not all instruments need to be playing at the same time.</p> <p>The teacher will go around the room answering any questions that students might have and will make students aware of how the A and B sections look visually different while using GarageBand, which will give the students a greater understanding of form.</p>	<p>The students will do their best to begin creating their own original song using GarageBand. Students will also ask any questions that they have and will listen to and apply any feedback that is given to them by the teacher.</p>
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Closure:

The lesson ends with the teacher telling the students to save their files to their computer, and that this will be a project that they will be working on for the next few classes.

Student Reflection Exercise:

Students will be informed that the teacher will be staying after school for extra help with the assignment and will be encouraged to come in order to work on their song.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities (processing) and Communication Disorders: Teacher repeats instructions as needed and will phrase them in simpler terms if needed. Peer collaboration along with the use of technology provide multimodal learning. Pacing is adjusted to fit the student's needs.

Visual and Hearing Impairments: Teacher will write the form on the board in big letters and have those students sit closer to the front of the room. Hand gestures and signs assist the learning process for those with hearing impairments, as well as headphones to listen to the songs better.

Students with Physical Impairments: The room will be wheelchair accessible for those that need it

Behavioral Issues: The teacher will encourage an atmosphere of joy in learning for the students. They will calmly deal with students who misbehave. Classroom management rules will be in place and will be posted around the room. Students that break the rules will be dealt with based on school rules and guidelines that are already in place.

Changes can be made to accommodate specific IEP or 504 plans

Technology Integration to Support Learning:

The teacher will utilize the Smartboard to play the song Hey Ya as well as display the breakdown of the form for this song.

Class Assessment Rubric: Understanding form and creating a song

Classroom Teacher: _____

Grade: _____

	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood the basic form of Pop songs, and had no trouble creating their own song.	All students understood the basic form of Pop songs, but a few had trouble creating their own song.	Most students understood the basic form of Pop songs, but some had trouble creating their own songs.	Some of the students understood the basic form of Pop songs, but there were many who had trouble creating their own songs.