

Name: Sandra Na
District: LAUSD
School: UCLA
Grade: 9
Date: March 5, 2019
Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Listen to, Analyze, and Describe Music

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

3.0 HISTORICAL AND CULTURAL CONTEXT- understand historical contributions and cultural dimensions of music

3.3 Describe the differences between styles in traditional folk genres within the United States.

Objectives

1. Use imagination without influence of pre-existing sounds in a clip.
2. Identify auditory climaxes of the video.
3. Compare and contrast emotions/styles that are conveyed in visual scenes and music used in clips.

Equipments and Supplies

1. Projector
2. Speaker
3. Computer or technological device
4. Youtube clips:
 - a. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House)
 - b. <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)

Procedures

1. Play in audio from videos in class WITHOUT VIDEO and have students discuss observations of existing soundtrack.
 - a. Options:
 - i. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House)
 - ii. <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)
 - b. What moods is the music trying to convey? What specific sounds/aspects of the music is helping convey the mood?
 - c. What do you picture when you hear these sounds?
 - d. What scene or part of the audio would you consider the music climax?

2. Play videos again for class with both audio and visuals (approx. 6 minutes each in length) for the project.
 - a. Did the clip meet your expectations?
 - b. What major changes would you make to the soundtrack? For what purpose(s)?
 - c. Would the scene be different if it had another type of music? And what type of music?
3. Divide students into groups between 4-5 students for the overall project.
 - a. If time permits, have the groups begin discussion on the potential video they wish to use and bounce off potential ideas to utilize within the video regarding music, sound effects, etc.
4. Give homework
 - a. Choose a video you would like to work with your group

Assessment Plan

1. Gather responses of questions that are asked during discussion time after listening to the audio.
2. Identify different styles and emotions during second discussion time after listening to the audio with the clip.

Name: KJ Lee
District: N/A
School: N/A
Subject: Composing with Music Technology
Grade: 9
Date: March 5, 2019
Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

1.0 ARTISTIC PERCEPTION: *Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

- ***Listen to, Analyze, and Describe Music***
 - 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

Objectives:

1. Students will be able to break down the video by visual, aural, or mood changes.
2. Students will be able to identify appropriate musical concepts of different scenes.

Equipment and Supplies:

1. Laptops
 - a. Students bring their own laptops
 - b. Upon request, let students check out classroom laptop set
2. Speakers
3. Projector
4. Video Resource
 - a. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House)
 - b. <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)

Procedure:

1. Have the students sit with their group mates.
2. Have students divide up the scenes amongst each other and to expedite work done. Discussion amongst peers should be greatly encouraged.
 - a. Options:
 - i. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House)
 - ii. <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)
3. Walk around the classroom and make sure students are participating by asking questions.
 - a. Why/how are scene divisions chosen?
 - b. Are they marked by visual, aural, or mood changes?
4. Collect everyone's attention and start a discussion of the musical concepts
 - a. Give students a minute to pick a spokesperson from each group
 - b. Ask the spokesperson from each group to identify appropriate musical concepts and share how each group came up with divisions of the scenes.

Assessment:
Evaluation:
Extension:

Week 3 - 4

Composition for the video; identifying conceptual sections in the video; identifying appropriate musical concepts; suggesting Foley effects; composing music for each section; creating transitional music; assigning specific homework; assessing the music created;

Day 2: Ashley Bowman - Lesson Plan

1. Introduce terms that the students should familiarize themselves with and provide an audio and/or video example for definitions that can be “heard”
 - a. Foley artistry - the reproduction of sound effects to be added to media during post production
 - i. Example - Foley artist shows how sounds effects are made
<https://www.youtube.com/watch?v=E0pOLukIB4s>
2. Start composing music for assigned sections.
 - a. Focus on background music and creating mood.

Name: Ashley Bowman

District: N/A

School: N/A

Subject: Composing with Music Technology

Grade: 9

Date: 5 March 2019

Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

2.0 CREATIVE EXPRESSION: *Creating, Performing, and Participating in Music- Students apply vocal and instrumental skills in performing a varied repertoire of music.*

Make Informed Judgements

- 4.3 Discuss what they like about their own works of art.
- 4.4 Select works of art by others and tell what they like about them.

4.0 AESTHETIC VALUING: *Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

Derive Meaning

- 4.1 Discuss what is seen in works of art.
- 4.2 Ask questions about works of art.

Make Informed Judgements

- 4.3 Discuss what they like about their own works of art.
- 4.4 Select works of art by others and tell what they like about them.

Objectives

1. To begin to explore audio and video terms, such as foley artistry, that can help with their online composition.
2. To begin to understand how music can help, change, and affect the mood of videos.

Equipment and Supplies

1. Laptops
2. Speaker

3. Projector
4. Youtube
 - a. <https://www.youtube.com/watch?v=E0pOLukIB4s>

Procedure

1. Greet the students and inform them of the plan for the day. Ask them to take out their laptops and set up the projector to connect to your own computer.
2. Play the students the provided YouTube video.
 - a. After, ask them what they observed and questions they might have.
 - b. Then, ask the following questions: How can this knowledge help you with the project we are working on? What can you use to record your own sounds in the classroom for the Mickey Mouse video?
 - c. Explain the definition of Foley Artistry: the reproduction of sound effects to be added to media during post production.
3. Give all the groups of students 5 minutes to explore and come up with a foley artistry sound using objects found in the classroom. They cannot use any kind of instrument as part of one.
 - a. Have each group demonstrate one or two sounds they came up with.
 - b. After, ask the students how you may use the sounds they came up with in context of either the Mickey Mouse video or any other scenario.
4. Ask the students what they think the word mood means. After hearing a few students' ideas, tell them the definition is a prevailing emotional tone or general attitude.
 - a. Play a few different scenes from the Mickey Mouse video without sound. Ask them which kind of music could go there and what it may look like. You can also ask which foley artistry sounds they could make at certain parts and how they would do so.
5. If time remains, allow them to begin working on their project and walk around to observe and help students.

Assessment Plan

1. At the end of class or beginning of the next class, pass out a mini foley artistry "quiz." There can be questions such as: What is foley artistry? Where do we see foley artistry used in our daily lives? What are some examples of a sound made by foley artists? How can we use foley artistry in the Mickey Mouse video?
2. Once the students begin working on the music for their assigned part of the video, walk around from group to group and listen to a portion of their music. Ask which part of the video it goes along with- if the student is spot on with the mood, tell them. If they are having some problems, explain to them why the music would work better somewhere else and ask them questions about what mood they think that part of the video is and which kind of music belongs there.

Evaluation

Extension

Scope and Sequence Outline:

Weeks 3-4, Day 3

1. Continue working on individual composition for assigned sections.
 - a. Focus on background music and creating mood, then sound effects/Foley artistry.

Name: Tara Fay

District: LAUSD

School: X Middle School

Grade: 6-8/Intermediate

Date: 3/4/2019

Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music

2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.

4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music

4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

5.2 Identify and describe how music functions in the media and entertainment industries.

Objectives:

1. Students will be able to correlate visual cues with appropriate musical choices for the mood.
2. Students will be able to analyze the effectiveness of others' and their own musical choices.
3. Students will be able to create music with non-traditional/electronic mediums.

Equipment and Supplies:

- One laptop computer/student (equipped with internet and SoundTrap accounts)
- One set of headphones/student
- One piece of paper and pencil/student (student-supplied)

Procedure:

1. Review what is to be achieved during the class period: students must create a mood map (if they have not already done so) and continue composing the background music for the cartoon via SoundTrap. (2 min)
2. Send students in groups to retrieve laptops/headphones from the storage area/cart, then let them work (25 min).
 - a. During this time, walk around the room, asking groups/students to explain their mood maps if they've already drawn them. If they haven't ask them to pick a small section of their scene and describe how they would map it/how it makes them feel.
3. Announce that students are halfway through the period and should have composed at least half of their music. Tell them to spend the next 5 minutes collaborating with their group members to discuss creative processes and ensure smooth musical transitions between scenes (5 min).
4. Instruct students to continue composing until the end of the period, while making sure they're aware they should be done with background music by the end of class. For students who have already finished composing, have them begin working on foley effects (23 min).

Assessment:

1. Visual cues: (Informal) This cannot be formally assessed until the teacher can see the end product of music and visuals together. For a preliminary informal assessment, students will map out the mood of the cartoon and make musical choices based on that. The teacher can see this visual map as proof of effort.
2. Effectiveness: (Informal) Students will make choices for each part of their compositions that will be different from the cartoon's original music, showing what they believe to be an equally or more effective musical choice. Students will justify their reasons to the other members of their group and reach a consensus. The teacher will ask each group to have a 5-minute discussion of the members' processes, then check on each group to confirm.
3. Electronic mediums: (Informal) Students will be assessed based on their ability to navigate SoundTrap for their musical compositions. If they are struggling to understand key concepts, they may ask their peers and/or teacher for help, or review the online tutorials. Teacher will walk around the room and check each groups' progress to ensure no one is struggling.

Evaluation: n/a

Extension: n/a

Scope and Sequence Outline:

Weeks 3-4, Day 4:

1. Continue working on individual composition for assigned sections.
 - a. Focus on sound effects/Foley artistry.
2. Collaboration between students whose video segments are directly after one another's to decide best mode of musical connection between segments

Name: Tara Fay

District: LAUSD

School: X Middle School

Grade: 6-8/Intermediate

Date: 3/4/2019

Lesson Plan Number: 2

California Visual and Performing Arts Content Standards

2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music

2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.

4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music

4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

5.2 Identify and describe how music functions in the media and entertainment industries.

Objectives:

1. Students will be able to correlate visual cues with appropriate sound effects.
2. Students will be able to analyze the effectiveness of others' and their own musical choices.
3. Students will be able to create music with non-traditional/electronic mediums.

Equipment and Supplies:

- One laptop computer/student (equipped with internet and SoundTrap accounts)
- One set of headphones/student
- One piece of paper and pencil/student (student-supplied)

Procedure:

1. Review what is to be achieved during the class period: students must record and/or download sound effects into SoundTrap for the cartoon
2. Send students in groups to retrieve laptops/headphones from the storage area/cart, then let them work (25 min).
 - a. During this time, walk around the room, asking groups/students to show their sound effects maps if they've already drawn them. If they haven't, ask them to pick a small section of their scene and describe how they would map it, what instruments or foley effects would work for particular actions, and which sounds they would record versus which they would download.
 - b. Recommend multiple free foley effect websites, including:
 - i. <https://www.hollywoodedge.com/foley.html>
 - ii. <https://cymatics.fm/blog/ultimate-list-free-foley-sound-effects/>
3. Announce that students are halfway through the period and should be at least halfway done with their foley effects. Tell them to spend the next 5 minutes collaborating with their group members and playing snippets of their work for each other for peer review (5 min).
4. Instruct students to continue composing until the end of the period, while making sure they're aware they should be done with their foley effects by the end of class. For students who have already finished inputting these effects into SoundTrap, have them partner with other students who need help to give advice, or pair with other students who've completed their work to give further peer review (23 min).

Assessment:

1. Visual cues: (Informal) This cannot be formally assessed until the teacher can see the end product of music and visuals together. For a preliminary informal assessment, students will map out the important visuals of the cartoon that require a sound effect and mark the seconds at which they occur. The teacher can see this visual map as proof of effort.
2. Effectiveness: (Informal) Students will make choices for each part of their scenes that will be different from the cartoon's original sound effects, showing what they believe to be an equally or more effective sound choice. Students will justify their reasons to the other members of their group and receive peer commentary. The teacher will ask each group to have a 5-minute discussion and play sections of their work for each other, then check on each group to confirm. This both holds students accountable to each other and allows them to share their ideas/processes so that others may utilize them.
3. Electronic mediums: (Informal) Students will be assessed based on their ability to navigate SoundTrap and record/download foley effects into their project. If they are struggling to understand key concepts, they may ask their peers and/or teacher for help, or review the online tutorials. Teacher will walk around the room and check each groups' progress to ensure no one is struggling.

Evaluation: n/a

Extension: n/a

Week 5 Day 1, Improvisation with 3rds & 7ths

Lesson Plan for Grade 9, Jazz Ensemble
Prepared by Mr. Juan Gonzalez

OVERVIEW & PURPOSE

Improvisation is critical to the study of jazz and is required in all instances in order to appreciate the art form in its entirety. Improvisation is also needed in order to perform accurately in the jazz idiom since solos will be required of all students in various keys. Students will apply the knowledge of all major and minor 3rds and 7ths to the assigned tune: Autumn Leaves, in order to successfully improvise a solo in the correct jazz style using the guide tone method.

EDUCATION STANDARDS

1. 2.10 Improvise original melodies over given chord progressions.
2. 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

OBJECTIVES

1. Students will be able to recognize the chord symbols in Autumn Leaves and identify the root, 3rds and 7th chord tones.
2. Students will be able to perform an improvised solo 16 bars in length over Autumn Leaves.
3. Students will demonstrate proficient understanding of guide tones and voice leading over Autumn Leaves also known as ii V I progressions.

MATERIALS NEEDED

1. Autumn Leaves chord changes via iReal Pro or handout
2. Jazz Improv handouts for reference
3. Jazz Rhythm Sheet
4. Jazz Improvisation Presentation or handout
5. Projector & Screen
6. Instructor's own instrument.

VERIFICATION

Steps to check for student understanding

1. Students will perform 3rds and 7ths over the chord progression to “Autumn Leaves” using the assigned exercise in class to demonstrate comprehension.
2. Instructor will ask questions.
3. Students will play with a backing track or live rhythm section.
4. Students will perform an improvised solo 16 bars in length over Autumn Leaves.

ACTIVITY

Describe activity that will reinforce the lesson

1. (5 min) Ensemble conducts a warm-up consisting of the 3rd and 7ths sheet and the jazz rhythms sheet.
2. (10 min) Students will perform the guidetone exercise pertaining to Autumn Leaves
3. (5 min) The instructor will demonstrate an improvised solo using the guidetone exercise while incorporating rhythms from the jazz rhythm sheet.
4. (25 min) Students will apply the guidetone exercise and perform an improvised solo using rhythms 1, 2, 3 and 4 from the jazz rhythm sheet. The instructor will provide feedback as needed and check for comprehension.
5. (5 min) Instructor will answer any of the students questions in preparation for more advanced improvisation concepts and discuss closing thoughts and comments. Instructor will open conversation with students.

Day 2: Cameron Wirtz - Lesson Plan

1. Video Presentations in Class - Students will present their videos to the class. After each group presents, students from other groups will have the opportunity to briefly comment (critique) the video.

Name: Cameron Wirtz

District: LAUSD

School: XXX Middle School

Grade: 6-8 Intermediate

Date: 2-3-2019

Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

2.0 CREATIVE EXPRESSION: *Creating, Performing, and Participating in Music*

-Apply responses to certain stimuli

-2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement.

-2.3 Respond spontaneously to different types of music and rhythms.

4.0 AESTHETIC VALUING: *Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

- Derive Meaning

- 4.1 Discuss what is seen in works of art.

- 4.2 Ask questions about works of art.

-Make Informed Judgements

- 4.3 Discuss what they like about their own works of art.

- 4.4 Select works of art by others and tell what they like about them.

Objectives

1. Students will be able to conclude if a peer's project is done well using vocabulary learned during the video creation process
2. Students will be able to identify and compare strengths and weaknesses of their own work in relation to their peers'

Equipment and Supplies

1. Projector
2. Speakers
3. Computer with internet
4. Notepaper for students to write down their comments

Procedure

1. Give students a piece of paper for comments
 - a. Paper will be organized with a spot containing 3 areas for positive comments and 3 areas for improvement comments for each student video
2. Students will watch each video and comment respectively using their piece of paper

- a. After each video is played the instructor will initiate group dialogue
 - i. Instructor should encourage positive and negative feedback
 - ii. Instructor should give an example of how to comment
 1. Ex. “I really liked this element of your video, but I believe that you could improve upon this”
3. Repeat this process for each video thereafter

Assessment Plan

1. Students will turn in their paper which contains their positive and negative comments using the vocabulary learned during the preceding lessons. The instructor will evaluate if the comments are genuine and thought provoking
2. Using dialogue in the class, the instructor can evaluate if the student is able to compare strengths and weaknesses of their own work in relation to their peers’ work

Evaluation:

Extension

Week 5, Day 3: Samantha Buchanan- Lesson Plan

1. If there are still groups that have not presented, have them present at the start of class.
 2. Following the completion of every group, have a full-class discussion on the project that includes how their experience went, what they are excited about or proud of, and things they wish had gone better or more efficiently.
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Name: Samantha Buchanan

District: LAUSD

School: XXX Middle School

Grade: 6-8 Intermediate

Date: 3/4/2019

Lesson Plan Number: 1

California Visual and Performing Arts Content Standards

1.0 ARTISTIC PERCEPTION- *Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

-Listen to, Analyze, and Describe Music:

- 1.7 Explain how musical elements are used to create specific music events in given aural examples.

4.0 AESTHETIC VALUING- *Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

-Derive Meaning:

- 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art. Make Informed Judgments

- 4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

Objectives

Equipment and Supplies

Procedure

Assessment:

Evaluation:

Extension:

Music 119C

Professor Heuser

Grades 9-12 (Proficient)

1/29/19

Video Music Composition Lesson Plan

National Standards for Music Education:

CREATING: Imagine: Generate musical ideas for various purposes and context

-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.

RESPONDING: Select: Choose music appropriate for a specific purpose or situation

-MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose

California Visual and Performing Arts Content Standards:

1.0 ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory

Information

-1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing

2.0 CREATIVE PERCEPTION: *Creating, Performing, and Participating in the Visual Arts*

-2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS: *Connecting and Applying*

What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

-5.2 Analyze the role and function of music in radio, television, and advertising.

Objectives:

1. Students will use music technology tools through creative projects matching audio tracks with video
2. Students will create a soundtrack to a pre-existing video, then compare the aesthetic results of the different products

Procedure:

1. Choose a few potential videos (approx. 5 minutes each in length) for the project.
 - a. Options
 - i. <https://www.youtube.com/watch?v=y3jrB5ANUUY> (Great Train Robbery)
 1. Uses one instrument (violin) to create all the sound affects
 2. Uses layering to create melody and different foley effects
 - ii. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House) & <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)
 1. Has the ability to utilize more than one musical soundtrack
 - a. Haunted House-esque music, Spooky background music, Skeleton waltz, etc.
 2. Has a variety of sound effect opportunities throughout the work
 - a. Including: Vocal screams and yells, whistling, slams, knocking, bounces, animals, etc.
2. Play in class and have students discuss observations of existing soundtrack.
 - a. What moods is the music trying to convey? What specific sounds/aspects of the music is helping convey the mood?
 - b. What scene or part of the video would you consider the plot climax? Does the musical climax match that moment?
 - c. What major changes would you make to the soundtrack? For what purpose(s)?
3. Assign a Project deadline

- a. For beginner/intermediate groups, allow three-four weeks for project completion. For advanced groups, allow one-two weeks. This should be flexible, so teacher should communicate with students and track their progress.
 - a. Week 1: audio is removed from video, divide into scenes, and formulate a plan of dividing up the work
 - b. Week 2: Musical ideas shall develop with the scenes
 - c. Week 3: Students should begin to discuss with their group the musical idea to build a cohesion of ideas throughout the video
 - d. Week 4: The audio should be added to the video and music is getting “polished”
4. Do a demo of the music creation technology program for the students. The demo should showcase new music that is completely different from the original music. This will express to students that they can be creative and should not exactly replicate the same music and sound effects.
 - a. Watch tutorials available at <https://www.soundtrap.com/tutorials>
 - b. Give examples that will serve as a “hook”.
 - i. Silent film composition example - The Great Train Robbery
<https://www.youtube.com/watch?v=LvUEPYN21ZU>
 - ii. Replacing original foley and music - Mickey Mouse: Haunted House
<https://www.youtube.com/watch?v=j9YwzhEU3ww>
 - c. Introduce terms that the students should familiarize themselves with and provide an audio and/or video example for definitions that can be “heard”
 - i. Bass line - the low pitched instrumental line in a piece of music
 1. Example - Herbie Hancock “Chameleon”
https://www.youtube.com/watch?v=_Yho6DmEYmw
 - ii. Foley artistry - the reproduction of sound effects to be added to media during post production
 1. Example - Foley artist shows how sounds effects are made
<https://www.youtube.com/watch?v=E0pOLukIB4s>
 - iii. Looping - repeating a section of sound material
 - iv. Layering - Recording or playing a musical part with of several sound patches playing simultaneously
 - v. Mixing - taking recorded audio tracks and combining them together
 - vi. Hook - a short, memorable musical idea (riff, phrase, passage) that is used to catch the interest of the listener
 - vii. Rondo - a musical form with a recurring theme repeated in between different sections (A B A C A B A)
 1. Example - Mozart Piano Concerto No 23 in A major K.488 III. Allegro Assai <https://www.youtube.com/watch?v=gL4I9QAE9t4>
5. Have students sign on to application.
 - a. To create a Soundtrap for Education account, go to www.soundtrap.com/edu
 - b. Click the "Join Now" button,
 - c. Click “Join a school” - Use the invite code and click continue!
 - d. Check with teacher that you’ve joined the class studio
 - e. Ask students to wait for further instruction.

6. Have students explore application.
 - a. Individual creation
 - i. Beat Making
 1. Demo how to create multiple rhythm tracks, then copy and paste them in an A-A-B-A format. Have students try on their own.
 2. Individually create rhythmic and tonal elements with voice lasting 8 bars
 3. Recreate the improvised rhythm in soundtrap.
 - ii. Bass Line Creation
 1. Demo how to create a bass line. Have students try on their own.
 - a. Go over bass line definition in vocabulary guide
 - b. Go over the bassline tracks within soundtrap.
 2. Vocalize a bass line of 8 bars
 3. Select instrumentation
 4. In soundtrap, create the bass line using your selected instrumentation and vocalization
 - iii. Melody Creation
 1. Individually create a melodic phrase with the voice lasting 8 bars
 2. Select instrumentation.
 3. In soundtrap, create the melodic phrase with the available instrumentation.
 - b. Allow older/advanced students to use whatever methods work best for them, be it composition or preselected loops, while encouraging younger/beginner students to use preselected loops.
7. Demonstrate how to download video (YouTube to MP4 online generator), remove audio.
 - a. Download Video - www.onlinevideoconverter.com/ (Download as an MP4)
 - b. Eliminate Audio - <http://www.audioremoover.com/> (Upload video and remove sound)
 - c. Provide glossary of necessary terminology. (Looping, foley, synchronization, etc.)
8. Use Soundtrap, GarageBand, or Logic Pro; Final Cut Pro or iMovie
 - a. In order to match your audio to sound, have the students change the settings to have time instead of measures.
9. Divide students into semi-random groups
 - a. Pay attention to technological expertise when dividing class into groups.
 - b. Have each group pick which one of the three videos they will be doing for their project
10. Have the students break down the video into scenes.
 - a. Why/how are scene divisions chosen? Are they marked by visual, audial, or mood changes?
 - b. Have students divide up the scenes amongst each other and to expedite work done. Discussion amongst peers should be greatly encouraged
11. Have students present their videos to the class, with a two-minute explanation of why they made their musical choices. After showings, allow class to give compliments and constructive criticism.

12. Have students write a 1-page self-evaluation and description of their creative process. This should include what they would change, what they liked, how they feel about SoundTrap, and extensions they would do on the project if given time.
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Exploring Music Technology through Creative Activities (using SoundTrap)

- Explore
- Listen
- Create

Objectives:

3. Students will use music technology tools through creative projects matching audio tracks with video
4. Students will create a soundtrack to a pre-existing video, then compare the aesthetic results of the different products

Backwards design: figure out the end product and design procedure from there

- Think concept of “teaching to the concert”

Differentiated instruction: accommodate learners of different levels, allow them to learn from each other

Consolidation of knowledge: make information/process so universally understood that we won't forget it, clarify processes in our heads

Steps:

1. Pick a selection videos
 - a. Options
 - i. <https://www.youtube.com/watch?v=y3jrB5ANUUY> (Great Train Robbery)
 - ii. <https://www.youtube.com/watch?v=BBgghnQF6E4> (Steamboat Willie)
 - iii. <https://www.youtube.com/watch?v=3hoThry5WsY> (Mickey Mouse - The Haunted House)

- b. Discussion as to why you picked those selected videos and brainstorm potential ideas for videos regarding music and sound effects through the program that is being used.
 - c. Divide students into groups and assign each group a different video selection
2. Do a demo of the of the music creation technology program for the students
 - a. Give examples, will serve as “hook”
 - i. Silent film composition example - The Great Train Robbery
<https://www.youtube.com/watch?v=LvUEPYN21ZU>
 - ii. Replacing original foley and music - Mickey Mouse: Haunted House
<https://www.youtube.com/watch?v=j9YwzhEU3ww>
 - b. Introduce terms that the students they should familiarize themselves with
 - i. i.e. foley artistry, looping, layering
3. Give students necessary tools for project (electronic music tools)
 - a. Step-by-step instruction for younger students, may not be necessary for high schoolers
 - i. Using Soundtrap, GarageBand, Logic Pro, Final Cut Pro, or iMovie
 - b. Constructivism: students gain knowledge through active engagement in aspects of the learning process
4. Music creation exercises without guidance
 - a. Potentially designed by one scene of the video
5. Provided assistance as needed