Unit Title: Musical Form Using GarageBand	**Subject:** Media Arts/General Music/Music Technology	**Grade Level/Course:** 7-12

Brief Description of Unit:

Throughout this unit, students will learn how musical structure creates its form. They will understand that there are different types of forms including Pop (Song) forms and Classical forms. Each type of musical form has distinct characteristics. Students will focus on understanding unity and variety as it relates to A-B-A form. The electronic music software GarageBand, will help aid in the process of visualizing music made up in different sections that create form. Students will use loops, or short segments of music that are able to be repeated, to create an A-B-A form composition as their summative assessment. GarageBand contains almost 4,000 loops, which all can be categorized into different musical styles. The students can pick a style that they enjoy listening to, and can arrange the loops of that style to create form and their own composition.

STANDARDS – 2016 CT ARTS STANDARDS [based on NCAS]

Artistic Processes:

Creating: Students will create electronic music that uses musical form.

Performing/Presenting: Students will present their electronic composition to the class.

Responding: Students will respond and cite reasons for choosing certain elements of the compositions and why they help construct musical form.

Connecting: Students will connect modern day music to classical music and explain why musical form has evolved over time.

Performance Standards:

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

MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

MU:Pr4.I.T.IIa Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.

MA:Pr5.1.I c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

Enduring Understanding(s):

1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
2. Musicians' presentation of creative work is the culmination of a process of creation and communication.
3. Musicians connect their personal interests,

Essential Questions:

1. How do musicians generate creative ideas?
2. When is creative work ready to share?
3. How do musicians make meaningful connections to creating, performing responding?
4. What skills are required for creating effective media artworks and how are they improved?
5. How are creativity and innovation developed within and through media arts productions?

experiences, ideas, and knowledge to creating, performing and creating performing and responding. 4. Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	6. How do media artists use various tools and techniques?

Knowledge/ Performance Standards:	**Skills/Performance Standards:**
• Students will know **the characteristics or parts of Pop (Song) form and Classical form.** • Students will understand how Classical form has transitioned to Pop (Song) form for some modern-day songs. • Students will understand how unity and variety is used in compositions in order to enhance the form and texture.	• Students will be able to aurally identify musical form that is in binary or ternary forms. • Students will be able to arrange loops in GarageBand that represent elements of unity and elements of variety in order to make a song that is in A-B-A form.

Learning Objectives:
- Students will identify the musical form of a pop song when listening on their own.
- Students will write music using A-B-A form or simple Pop (Song) form and using elements of musical unity and variety to create the structure of their compositions.
- Students will be able to explain in detail how and why musical form has transitioned over the past few centuries from Classical form to Pop (Song) form.

Learning Plan/Instructional Strategies:
Students will be taught lessons where the teacher directly instructs and covers an introduction to musical form, types of musical form, and unity and variety. Students will be involved in question and response learning, which will enhance the direct instruction. Students will work in groups and individually in order to listen and determine the form of different pop songs. Students will also work in groups to compose their final summative assessment. Throughout composing their final projects, students will get to experiment with different musical composition techniques.

Outline:

Lesson 1 – 3: Students will be introduced to musical form. Students will discuss what they think musical form is and the importance of it. They will begin to learn the basic history of Classical forms such as Sonata, Theme and Variation, Fugue, etc. Students will be introduced to the concept of how musical unity and variety is used to create Classical forms including A-B-A. They will also learn how Classical form evolved into the structure that is used for many songs today.

Lesson 4 – 6: Students will aurally listen to various pop songs. Students will listen to how the sections change and repeat (variety/unity). They will go over Verse, Pre-chorus, Chorus, Bridge, Solo, Intro, and Outro.

Lesson 7 – 8: Students will work individually and in groups to listen and aurally identify the structure of different pop songs. The use of technology such as Plickers is suggested to keep the engagement of students. Technology can also be used to gather formative assessment data.

Lesson 9 – 12: Students will work in small groups of three or four to compose an A-B-A song using the built-in loops in GarageBand or another software program that contains built-in loops. Students should focus on texture, length, style, and the structure of their song. For more advanced students, a MIDI keyboard can be used to compose original music into the software.

Resources:	Repertoire or Media & Materials
- GarageBand for Mac or iPad. - One for each student or one per group. Groups can be three or four students each. - Whiteboard with markers. - Stereo system with auxiliary input.	- GarageBand for Mac or iPad OR another software program that contains built-in loops. - Various songs with both A-B-A form and different styles of Pop (Song) form. - Plickers online formative assessment tool.

Academic Vocabulary
- Pop (Song) form
- Classical form
- GarageBand
- Loops
- Intro, Verse, Pre-chorus, Chorus, Bridge, Solo, Outro
- Binary and Ternary/A-B, A-B-A, A-A-B-A
- Unity and Variety

Differentiation/Modifications: Although this unit requires the use of technology and aural identification, there are different ways we can modify the unit to the meet the needs of every student. Some examples are listed below.

- If there is not access to GarageBand or paid software that contains built-in loops, Soundtrap offers a free 30-day trial (with the possibility to add multi-user accounts) to experiment with their software.
- There are free apps such as Novation Launchpad for iPad that allow students to compose and create music with loops.
- The final summative unit assessment can be modified to meet the needs of any student.
- If there is a budget constraint, Plickers cards can be downloaded and printed versus being bought.

Formative Assessment Description: Plickers is a great way for students to have fun and allow the teacher to gather formative assessment data. See https://plickers.com/signin for more information on how to use the online program. Students can work in individually or in small groups in order to aurally identify the structure of different pop songs. Because Plickers can use multiple choice questions, the teacher should compose four possible answers that contain different musical forms. One of the answers should be the correct answer. Students will listen to the song in its entirety and then hold up the answer that they believe is correct. After multiple examples, the teacher can use the data as evidence if students have met the learning objectives. It is also suggested that after each song, that the teacher demonstrates why a particular answer was correct. Plickers can be used to create learning games by having groups of four or five students engage in an aural form lesson. Play ten different songs. If a group gets the correct answer, they get a point. If they get the question incorrect, they lose a point. Points cannot go negative and stay at zero as the lowest possible score. After ten questions, whichever group has the highest score wins. This might take multiple days to complete.

Plickers Tips
- Instead of entering student names, give each student a number. This allows them to stay anonymous during

Plickers activities.
- When having students work in groups during Plickers, make sure you know which student is in each group. This will make it easier when looking at the data.
- Make sure each student is participating when working in groups.

Notes: Please see the attached rubric for the final summative assessment.

CAST Model District UNIT TEMPLATE GUIDE/GLOSSARY

Name: _____ Grade: _____

Period: _____ Quarter: _____ Score: _____

Electronic Music Composition Benchmark Element	Category	Criteria	Benchmark Rating
Form	**Form** Composing within the parameters of A-B-A form.	o Structure is expanded through longer sections. o Uses A-B-A form and has 8-measures for each section. o Either does not use A-B-A form or has less than 8-measures per section. o Composition features less than two parts and less than 8-measures per section.	4 – Exemplary 3 – Proficient 2 – Developing 1 - Basic
Texture	**Texture** The way multiple voices interact in a composition.	o The accompaniment enhances the melody by using different voices. Unity and variety enhances the form. o Song contains a melody and accompaniment. o Either melody or accompaniment is not clearly recognizable as such. o There is no distinction between the function of the parts.	4 – Exemplary 3 – Proficient 2 – Developing 1 - Basic
Style	**Style** Parts of music that uses a shared set of conventions such as instruments or voices.	o The song uses multiple shared conventions to create music that demonstrates a set style. o The song uses many shared conventions to create music that demonstrates a set style. o The song uses few shared conventions to create music that demonstrates a set style. o The song uses no shared conventions to create music that demonstrates a set style.	4 – Exemplary 3 – Proficient 2 – Developing 1 - Basic
Creativity	**Creativity** Students use the elements of form, texture, and style to create meaningful new ideas.	o Composition uses the elements of form, texture, and style creatively. The elements contribute the composition in a meaningful way. o Composition uses the elements of form, texture, and style creatively. o Composition exhibits little creativity in the use of form, texture, and style. o The composition is repetitive and exhibits no creativity in the use of musical elements.	4 – Exemplary 3 – Proficient 2 – Developing 1 - Basic
Reflection	**Reflection** Students demonstrate the ability to identify their musical successes as well as areas to improve. Students develop solutions to improve future compositions.	o There is exceptional evidence of self-reflection. o There is sufficient evidence of self-reflection. o There is minimal evidence of self-reflection. o There is no evidence of self-reflection.	4 – Exemplary 3 – Proficient 2 – Developing 1 - Basic

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