

## **MEDIA LITERACY MUSIC LESSON UNIT, SPRING, 2002, By Andrew Grueschow**

### **Definitions:**

- **Pulse** – steady beat
- **Beat** – basic unit of musical time (sometimes used to refer to a regular rhythmic pulse)
- **Tempo** – actual speed of composition
- **Dynamics** – degrees of loudness or softness in music
- **Pitch** – the property that makes notes appear to sound high or low
- **Rhythm** – the aspect of music that is not concerned with pitch, but rather with the accentuation and duration of notes
- **Rhythmic Pattern** – a succession of notes perceived as a musical entity which is not concerned with pitch

### **Concepts:**

- Pulse / Steady Beat - count from 10 to 1, dripping water faucet when starting a group, use “1 2 ready go” and keep tempo; 1<sup>st</sup> clap in small group, then in larger group “look at my hands”, “we should sound like one huge person clapping lead students in clapping a pulse to CD’s have some students march pulse while others clap pulse or rhythmic pattern play on instruments
- Rhythmic Patterns – use words to help students play specific rhythmic patterns (“let’s all play together), this is most effective for 3<sup>rd</sup> grade and lower. Clap first, then play on instruments; make sure students continue to recite the words as they start clapping, and playing instruments when starting group, use “1 2 ready go”; play patterns in solo / tutti or duet/tutti game (3-5<sup>th</sup> grades); play patterns in call and response game (3-5<sup>th</sup> grades)
- Music and Mood – play different selections of music and lead discussion about what moods are created

### **Instruments (percussion only)**

- Access to school instruments – what kind and how many?
- Found instruments – explain concept to students give them some examples (mason jar, pots, pans, plastic bucket, empty water jug, metal objects) students should think about different types of beaters which can be used to play various found instruments (wooden sticks, thin metal rods, mallets, etc.)
- Made instruments – encourage students to make their own instruments (shakers, drums, etc.)

### **Overview** (VCR for ALL sessions, separate recording space for sessions 3 & 4)

1. Introduce Music and Mood concept and instruments, discuss animation and create ensemble; choose instruments and arrange by group
2. Discuss concept of composing and scoring, create score for animation, rehearse, discuss effectiveness of score, discuss recording process with mixer and recorder.
3. 1<sup>st</sup> recording session – rehearse, record with animation, evaluate effectiveness
4. 2<sup>nd</sup> recording session – rehearse, record with animation, evaluate and select recording

**MEDIA LITERACY MUSIC LESSON UNIT 1, LESSON 1**  
**SPRING, 2002, By Andrew Grueschow**

**Concept:**

Music and Emotion

**Elements of Art Form and Discipline:**

Rhythmic patterns  
Tempo  
Pulse  
Signals  
Dynamics  
Pitch

**Student Outcomes:**

Students will be able to:

- Identify the various emotions created by different types of music (AV)
- Identify role of music in creating various emotions for film and television (MC)
- Observe and practice various ways of playing percussion instruments (CE)
- Play rhythmic patterns using percussion instruments (CE)
- Observe how music can change the meaning of images (AV)

**Progression of Content, Skills and Tasks:**

**Anticipatory Set:**

- Artist shares personal background (MC)
- Artist explains process of creating score for animation
- Artist leads discussion on relationship between Music and Emotion
- Artist performs short selections of music on various percussion instruments, asking students to identify different emotions created (AV)

**Assessing Prior Knowledge:**

Artist asks:

“What are some different emotions that can be created with music?”

“Can you think of a specific time when music was used to make you feel a certain way?”

“Has anyone here ever played drums/instruments?”

**Getting Smarter:**

1. Artist shows Video Lesson #5: Music and Emotions from “Know TV” Series
2. Artist leads discussion about how the meanings of the images were changed by different types of music
3. Students practice following various signals (CE)
4. Artist introduces signals to control various aspects of music: Dynamics, start/stop, playing section by section
5. Ensemble practices following signals
6. Students practice playing unison rhythms with “Sound Shapes” and “Boomwhackers” (CE)
7. Artist introduces instruments-names, techniques for playing
8. Students clap various rhythms
9. Students play various rhythms using instruments

**Becoming an Expert:**

Ensemble will use various percussion instruments and signals to play music that creates specific emotions (CE)

Artist leads discussion on aspects of music that help to create different emotions  
Instrument selection, rhythmic material, and dynamics

Students watch their animation, and identify various emotions they want to create with music

Students discuss story line of animations, and identify emotions they want to create during specific scenes

**Making Connections:**

We will discuss how music is used in film and TV to create emotions. (MC)

**Meaningful Task and Criteria for Assessment**

➔ **TASK: Students will play music that creates specific emotions (CE)**

**Criteria:**

- Students will use proper technique to play percussion instruments
- Students will follow signals that control various aspects of music
- Students will clearly play selected rhythms
- Music played by students will create specific emotions

**Assessment strategy:**

Verbal Assessment:

“What are some different emotions music can create?”

“How can music change the meaning of images?”

Performance-based Assessment: (CE)

individual students will demonstrate selected rhythms

instrument Individual student will demonstrate signals

**Key Vocabulary:**

- Pulse-steady beat
- Beat-basic unit of musical time (sometimes used to refer to a regular rhythmic pulse)
- Tempo-actual speed of composition
- Dynamics-degrees of loudness or softness in music
- Pitch-the property that makes notes appear to sound high or low
- Rhythm-the aspect of music that is not concerned with pitch, but rather the accentuation and duration of notes
- Rhythmic Pattern-a succession of notes perceived as a musical entity that is not concerned with pitch

**Teacher Follow-up: Whenever possible reinforce the skills and concepts taught**

Play various selections of music and discuss what moods are created

Practice clapping selected rhythms

Create signals for various classroom activities

**MEDIA LITERACY MUSIC LESSON UNIT 1, LESSON 2**  
**SPRING, 2002, By Andrew Grueschow**

**Concept:**

Creating the Score

**Elements of Art Form and Discipline:**

Rhythmic patterns  
Tempo  
Pulse  
Signals  
Dynamics  
Pitch

**Student Outcomes:**

Students will be able to:

- Identify percussion instruments from various cultures (HCC)
- Observe and practice various ways of playing percussion instruments (CE)
- Play rhythmic patterns using percussion instruments (CE)
- Practice playing music for their animation (CE)

**Progression of Content, Skills and Tasks:**

**Anticipatory Set:**

- Artist introduces various percussion instruments, and leads discussion on how they can be used to create different emotions

**Getting Smarter:**

- Students create score for animation
- Students divide into animation teams
- Artist and students review different emotions they want to create for specific parts of animations
- Artist and students select instruments for various sections of animation
- Artist reviews signals to control various aspects of music - Dynamics, start/stop, playing section by section
- Artist and students select rhythms for various sections of animation

**Becoming an Expert:**

- Animation teams practice playing their score (CE)
- Students use selected instruments and rhythmic patterns to play their score
- Artist uses selected signals to lead students

**Making Connections:**

- We will discuss other techniques that can be used to change the meaning of images. (MC)

**Meaningful Task and Criteria for Assessment**

► **TASK:** Students will create and practice the score for their animation (CE)

**Criteria:**

- Students will use proper technique to play percussion instruments
- Students will follow signals that control various aspects of music
- Students will clearly play selected rhythms
- Music played by students will create emotions identified in their animations

**Assessment strategy:**

Verbal Assessment:

“Why is music so powerful when it come to creating emotion?”

“What are some choices we can make as composers to affect the mood we create with music?”

Performance-based Assessment: (CE)

Ongoing throughout task

**Key Vocabulary:**

Pulse-steady beat

Beat-basic unit of musical time (sometimes used to refer to a regular rhythmic pulse)

Tempo-actual speed of composition

Dynamics-degrees of loudness or softness in music

Pitch-the property that makes notes appear to sound high or low

Rhythm-the aspect of music that is not concerned with pitch, but rather the accentuation and duration of notes

Rhythmic Pattern-a succession of notes perceived as a musical entity that is not concerned with pitch

**Teacher Follow-up:** Whenever possible reinforce the skills and concepts taught

Have students write about a specific instance where music was used to create an emotion (e.g. Halloween, television show, sporting event)

**MEDIA LITERACY MUSIC LESSON UNIT 1, LESSON 3**  
**SPRING, 2002, By Andrew Grueschow**

**Concept:**

Recording the Score

**Elements of Art Form and Discipline:**

Rhythmic patterns  
Tempo  
Pulse  
Signals  
Dynamics  
Pitch

**Student Outcomes:**

Students will be able to:

- Experience the process of recording
- Play music that will convey emotions specific to their animations (CE)
- Record the music for their animation (CE)

**Progression of Content, Skills and Tasks:**

**Anticipatory Set:**

Artist introduces recording machine, and discusses process of recording

**Assessing Prior Knowledge:**

“Has anyone here ever recorded music?”

“Does anyone know what a recording studio is?”

**Getting Smarter:**

- Students divide into animation teams and practice score (CE)
- Artist distributes selected instruments
- Teams practice their score as artist sets “levels” on recorder

**Becoming an Expert:**

Animation teams record their score (CE)

Students use selected instruments and rhythmic patterns to play their score

Artist engineers the session, and uses selected signals to lead students

**Making Connections:**

Artist shares personal experiences of life as a recording musician. (MC)

**Meaningful Task and Criteria for Assessment**

➔ **TASK: Students will record the score for their animation (CE)**

**Criteria:**

- Students will use proper technique to play percussion instruments
- Students will follow signals that control various aspects of music
- Students will clearly play selected rhythms
- Music played by students will create emotions identified in their animations
- Students will follow proper recording studio etiquette

**Assessment strategy:**

Verbal Assessment:

“What is a recording studio?”

“How is recording music different from performing for an audience?”

Performance-based Assessment: (CE)

Ongoing throughout task

**Key Vocabulary:**

Pulse-steady beat

Beat-basic unit of musical time (sometimes used to refer to a regular rhythmic pulse)

Tempo-actual speed of composition

Dynamics-degrees of loudness or softness in music

Pitch-the property that makes notes appear to sound high or low

Rhythm-the aspect of music that is not concerned with pitch, but rather the accentuation and duration of notes

Rhythmic Pattern-a succession of notes perceived as a musical entity that is not concerned with pitch

Microphone

**Teacher Follow-up:** Whenever possible reinforce the skills and concepts taught

Have students write about recording experience

“How did you feel playing your score when the recorder was running?”

“Was it different that you felt when practicing your score?”

**MEDIA LITERACY MUSIC LESSON UNIT 1, LESSON 4**  
**SPRING, 2002, By Andrew Grueschow**

**Concept:**

Reviewing the Score, and final recording

**Elements of Art Form and Discipline:**

Rhythmic patterns  
Tempo  
Pulse  
Signals  
Dynamics  
Pitch

**Student Outcomes:**

Students will be able to:

- Judge the effectiveness of their score (AV)
- Record overdubs for their animation (CE)
- Play new rhythmic patterns using different percussion instruments (CE)

**Progression of Content, Skills and Tasks:**

**Anticipatory Set:**

Artist introduces concept of overdubbing, and demonstrates how overdubs work

**Getting Smarter:**

- Students evaluate effectiveness of score (AV)
- Students watch animation and listen to recorded music
- Artist reviews specific emotions that the score was trying to create, and leads discussion on effectiveness of score
- Students and artists identify sections of score that would benefit from overdubs

**Becoming an Expert:**

- Animation teams record their overdubs (CE)
- Students use selected instruments and rhythmic patterns to play overdubs
- Artist engineers the session, and uses selected signals to lead students

**Making Connections:**

Artist draws students' attention to instances where music may be used to elicit certain emotions from them. (MC)

**Meaningful Task and Criteria for Assessment**

➡ **TASK: Students will review the score for their animation, and make necessary changes (CE)**

**Criteria:**

- Students will use proper technique to play percussion instruments
- Students will follow signals that control various aspects of music
- Students will clearly play selected rhythms
- Students will follow proper recording studio etiquette
- Students will judge effectiveness of score at creating specific emotions
- Students will record overdubs to enhance the effectiveness of specific sections of their score



**Assessment strategy:**

Verbal Assessment:

“What is an overdub?”

“What are some things we should think about to create a score for a movie?”

Performance-based Assessment: (CE)

Ongoing throughout task

**Key Vocabulary:**

Pulse-steady beat

Beat-basic unit of musical time (sometimes used to refer to a regular rhythmic pulse)

Tempo-actual speed of composition

Dynamics-degrees of loudness or softness in music

Pitch-the property that makes notes appear to sound high or low

Rhythm-the aspect of music that is not concerned with pitch, but rather the accentuation and duration of notes

Rhythmic Pattern-a succession of notes perceived as a musical entity that is not concerned with pitch

Microphone

Overdub-track recorded at a separate time, and combined with previous work

**Teacher Follow-up:** Whenever possible reinforce the skills and concepts taught