

Music Lesson Plan Form

Teacher: Yvette Stratton

Class/Course: 8th Grade Traditional Music

Grade Level: 8th Grade

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

1. Creating
2. Performing
3. Responding

Include one or more Core Standards that the lesson focus include:

- [Core Music Standards \(PK-8 General Music\)](#)
- [Core Music Standards \(Composition/Theory\)](#)
- [Core Music Standards \(Music Technology\)](#)
- [Core Music Standards \(Guitar/Keyboard/Harmonizing Instruments\)](#)

B. Optional: List your state standards that are addressed in this lesson

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<https://ti-me.org/index.php/home/tapsu.html>

1. Computer Music Notation
2. Electronic Music Production

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Objective 1: Students will be able to play the song “Twinkle, Twinkle Little Star” on piano.
2. Objective 2: Students will know what the form Theme and Variation is and how it works.
3. Objective 3: Students will be able to create their own variation of “Twinkle, Twinkle Little Star” using the form Theme and Variation.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

- Students must have a basic understanding of how to find the notes on the piano (although they do not need to be memorized due to note labels on the piano keys).
- Students must have a basic understanding of how to use the Noteflight Learn program.
- Students must have a basic understanding of how to use Garageband software.

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

- Music lab equipped with Mac computers and ideally MIDI Controllers (although the typing keyboard can be used instead).
- Garageband software (automatically installed on all Mac computers).
- Noteflight Learn accounts for the teacher and all students.

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

- Preferential seating
- Frequent check ins
- Peer partners
- Extended Time
- Pass/fail grading

H. Assignments:

What must the students do after the class in preparation for the next class?

There are no out of class assignments.

I. Evaluation

(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)

Rubric for Theme & Variation Project					
Criteria	Ratings				Pts
Theme (Main Melody)	10.0 pts The melody is accurately played. The pitches are correct, and the rhythm is correct.	7.0 pts The melody shows minor mistakes in pitch and or rhythm.	4.0 pts The melody is inaccurately played and show many mistakes.	0.0 pts The melody is non-existent.	10.0 pts
Variation 1	10.0 pts The variation track is played using one or more variation options. The melody is clearly heard in the track, but changes are evident and work well with the melody.	7.0 pts The variation track is played using one or more variation options. The melody is not distinguishable in the track.	4.0 pts The variation track has no changes from the original melody or is completely unrecognizable as the melody.	0.0 pts The variation track is non-existent.	10.0 pts
Variation 2	10.0 pts The variation track is played using one or more variation options. The melody is clearly heard in the track, but changes are evident and work well with the melody.	7.0 pts The variation track is played using one or more variation options. The melody is not distinguishable in the track.	4.0 pts The variation track has no changes from the original melody or is completely unrecognizable as the melody.	0.0 pts The variation track is non-existent.	10.0 pts
Enhancements: Loops & Instruments	10.0 pts The loops added and the instruments changed show different style choices for the theme and each variation. The enhancements add to the variations of the project and work well with the recorded tracks.	7.0 pts The loops added and the instruments changed show some different style choices. The enhancements do not work the best with the recorded tracks.	4.0 pts There are few loops added or instruments changed in the theme and variation tracks. There is little enhancement to the recorded tracks.	0.0 pts There are no loops added and no instruments changed.	10.0 pts
Finished product	10.0 pts The finished product is cohesive and enjoyable to listen to. It shows evidence of thoughtful preparation.	7.0 pts The finished product is enjoyable but does not always sound cohesive. It shows some evidence of thoughtful preparation.	4.0 pts The finished product does not sound cohesive. It does not show evidence of thoughtful preparation.	0.0 pts The project is not complete.	10.0 pts

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference)

Activity 1: Play and record the main melody of “Twinkle, Twinkle Little Star” in Garageband. (1 class period or less).

1. Teacher demonstrates the melody of “Twinkle, Twinkle Little Star” on piano and in Garageband.
2. Teacher guides students through the steps to set up the project in Garageband and access the [Noteflight Learn score](#) for the song.
3. Students play and record “Twinkle, Twinkle Little Star” in Garageband.

Activity 2: Learn about Theme and Variation form in music. (15 minutes of class period).

1. Teacher plays the first few minutes of [Mozart’s “12 Variations in C Major on Ah vous dirai-je, maman, K 265”](#) for the class. As the class listens the teacher pauses the song at the end of each variation and asks the class to identify what is different with this version of “Twinkle, Twinkle Little Star.”
2. The teacher uses this example as a starting point to explain the musical form Theme and Variation to the class.

Activity 3: Create a variation of the melody of “Twinkle, Twinkle Little Star.” (1 class period).

1. The teacher explains that everyone will be creating their own version or variation of “Twinkle, Twinkle Little Star” in a new track in their Garageband project.
2. The teacher refers back to the [Noteflight Learn score](#) for students to create their own variation of “Twinkle, Twinkle Little Star” by first notating it in Noteflight Learn and then play and record their variation in Garageband.
3. Students notate their variation in Noteflight Learn and play/record it in Garageband.

Activity 4: Students create a second variation without notation. (½ of class period).

Activity 5: Students enhance the project with loops and instruments in Garageband. (1 class period).