

Music Technology Lesson Plan

- AABA Song Form

Level: Beginning	
NAfME Standard	MU:Cr2.1.T.1a: Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources .
Essential Question & Enduring Understanding	How do musicians make creative decisions? Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Materials	DAW, AABA Song Form Template
Duration	2-3 class periods
Vocabulary	AABA Song Form, loops, copy & paste, tracks, Balance/Mix, Track Volume, instrumentation, Transport Controls; Menu, file, key buttons and functions of digital tools; symbols and icons used in the digital tool
Procedure	<ol style="list-style-type: none">1. Introduce the lesson by playing a recording of the Beatles <i>I Saw Her Standing There</i>, or some other song using an AABA song form. Check out available resources for AABA ideas here!2. Play the first A section of the song then pause the recording. Ask students, "What happens next?" Students should respond, "they sing the melody again." Continue playing the next A section then pause at the end of the section. Ask the students, "What happens next now?" The students should respond, they sing something different. Continue playing the B section then stop the recording again and ask "So what happens now?" Students should respond, they go back and repeat the first section. Then continue playing the song so they can hear the return to A. At this point you do not need to continue playing into the bridge or rest of the song.3. From this activity begin a discussion to explain to the students about form in music and how repetition plays a large roll in writing songs (they are not generally thru-composed). Ask students to suggest some of their favorite songs and consider if those songs use AABA or a different form.4. The teacher will provide a DAW template file that should be 16 measures long. Label the timeline at the top of the work space into 4 measure segments labeled A-A-B-A. The template should have 4 tracks already set up (Bass, Drums, Guitar, Keyboard). The Bass track should have a 4 measure loop pre-loaded into the Bass track.

	<p>5. Explain to the students that they will be creating a 16 measure song utilizing AABA song form.</p> <p><u>Student procedure (this procedure should be made available to the student using some digital collaboration tool such as Google Classroom, some school systems have their own collaboration tools for teachers and students, i.e. eclass, echalk):</u></p> <ol style="list-style-type: none"> 1. Listen to the available drum loops in the loop library and select a drum loop that fits the bass line provided. Drag and Drop the drum loop into the drum track. Use copy and paste commands to extend the drum loop to 4 measures, if needed. 2. Listen to the available keyboard loops and select one that fits with the bass and drum tracks. Drag and drop a keyboard loop into the keyboard track. 3. Repeat this process for the Guitar track. 4. Use shift + click on all 4 tracks to highlight all 4 tracks. 5. Copy all for tracks and then paste them into the 2nd A section and again into the 3rd A section. 6. Now go back to the loops library and choose a contrasting Bass loop to add to the B section. Use drag & drop and copy & paste techniques to create a 4 measure bass line in the B section. 7. Repeat this process to create a contrasting Drum, Keyboard and Guitar track for the B section. 8. Once the students have completed this process, they have created a 16 measure song in AABA form. 9. Now listen to the song and consider making track volume changes to create a balanced mix between the tracks. 10. Students should share their project with a neighbor. Have the neighbor listen to the AABA song and offer feedback and critique. 11. After sharing and receiving peer feedback, the student should consider the feedback and make final revisions to their project. 12. Once completed, the project should be submitted for evaluation by the teacher through the digital collaboration tools. 13. Invite students to share their creation with the entire class.

<p>Dispositions</p>	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> ● Working with others interdependently to perform a task and to achieve shared goals. <p><u>Flexibility</u></p> <ul style="list-style-type: none"> ● Demonstrating the ability to see multiple perspectives and monitor and adjust work based on differing conditions. <p><u>Inquisitiveness</u></p> <ul style="list-style-type: none"> ● Having curiosity and drive to learn more about known and unknown strategies, techniques, concepts, ideas and phenomena. <p><u>Openness and respect for the ideas and work of others</u></p> <ul style="list-style-type: none"> ● Listening with understanding and empathy to others expressing differing
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	<p>ideas and/or cultural backgrounds.</p> <p><u>Self-discipline and Perseverance</u></p> <ul style="list-style-type: none"> • Demonstrating independence and self-motivation, managing impulsivity, and being comfortable with delayed gratification as they strive for excellence.
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<p>Knowledge</p>	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Identify correct and appropriate use of the digital tool to support creating or recording musical ideas • Identify technical and musical needs with given digital tool • Identify menus and files of digital tools that support creating or generating • Identify how the technical and expressive qualities of music are created, represented, recorded, or notated with the tool <p><u>Context</u></p> <ul style="list-style-type: none"> • Identify and share genres of music using digital tools for music creation • Identify and share information of musicians using digital tools for music creation and recording • Correlate musical terminology to digital tool/instrument. • Identify the necessary requirements to perform or share using digital tools. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Identify, explain, and peer teach the main components of the digital tool used to create or record music. • Use classroom generated rubrics to evaluate knowledge of the digital tool, instrument, and music created.
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<p>Skills</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Share with peers, how to create or record music with tools • Present their melodic, rhythmic, or harmonic ideas generated on a digital tool • Reflect on classroom/student creations and how the digital tool was used to express their musical ideas. • Perform music with the digital instrument or tool. <p><u>Creating</u></p> <ul style="list-style-type: none"> • Create iconic and/or traditionally notated music through a digital platform • Construct and document knowledge through exploration of the digital tool, applying new information to generate musical ideas. • Work collaboratively and independently to improvise, generate and perform rhythmic, melodic, and/or harmonic patterns and ideas or phrases <p><u>Aural & Notational skills</u></p> <ul style="list-style-type: none"> • Identify iconic symbols of sound in digital tools and create symbols to represent the six properties of sound: hgh/low, loud/quiet, long/short • Describe the digital tool and identify how the tool connects with the elements of music. (melody, beat, tempo, rhythm, pitch, etc.) • Utilize cloud technology to create and share notation and musical works <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Using class generated rubrics, evaluate improvisations, phrases, and melodic, rhythmic, or harmonic ideas or phrases, while meeting correlating standard. • Write and present reflections of work with the digital tool.
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Lesson plan created by: Heath Jones for www.mutechteacher.net.com

References

[NAfME Music Standards for Music Technology](#)

[NAfME Dispositions, Knowledge and Skills for Music Technology](#)