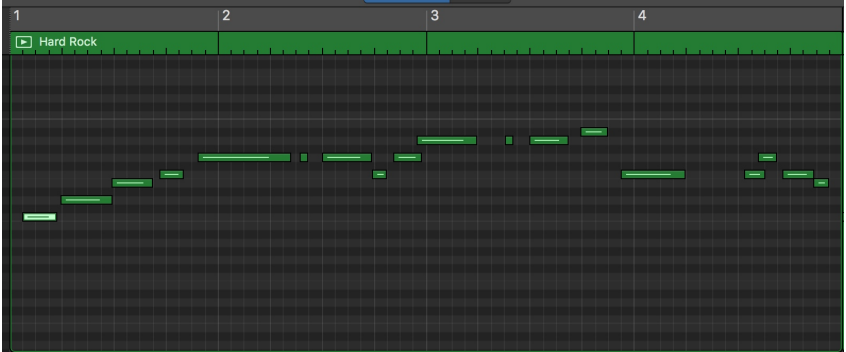
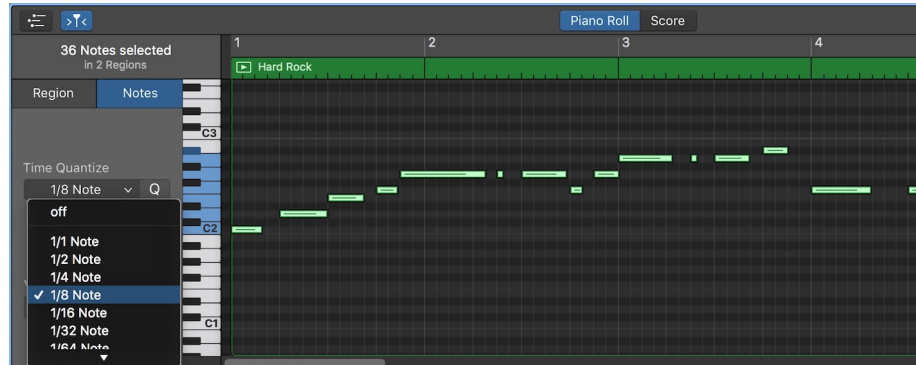


# Music Technology Lesson Plan

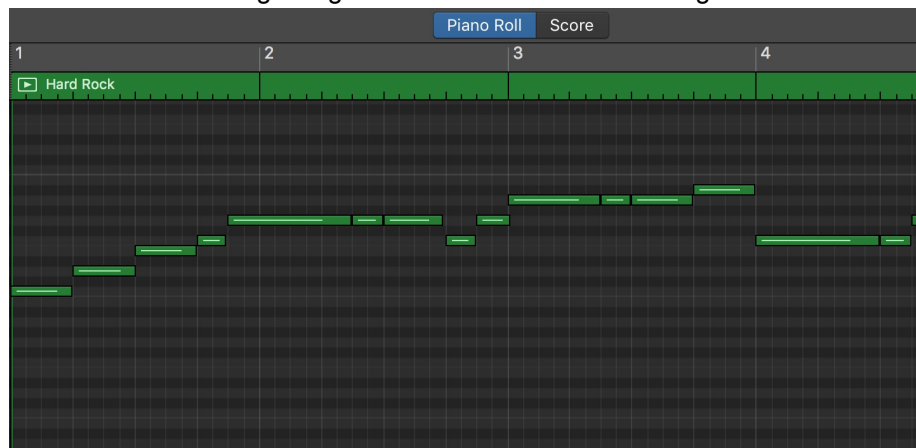
- Melodic Improvisation Revision

Level: Beginning	
NAfME Standard	<b>MU:Cr3.1.T.1a:</b> Drawing on feedback from teachers and peers, develop and implement strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .
Essential Question & Enduring Understanding	How do musicians improve the quality of their creative work?  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Materials	This lesson is an extension of the <a href="#">Melodic Improvisation 1</a> lesson and uses skills and knowledge from the <a href="#">Digital Rhythm Tree</a> lesson. <ul style="list-style-type: none"><li>• DAW</li></ul>
Duration	1-2 class periods
Vocabulary	<ul style="list-style-type: none"><li>• Pitch, duration, rhythm, digital rhythmic notation</li><li>• Quantize, Pencil Tool, Transport Controls</li><li>• Reflection and revision</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Begin the lesson with a discussion of the musical process of evaluation and revision. Include the difficulty and skill required to play with technical and rhythmic accuracy in real time.</li><li>2. Explain to the students that they are going to take the feedback from their Melodic Improvisation assignment and revise their melodies to ensure rhythmic accuracy.</li><li>3. Have the students examine their original melodies in the editor window of the DAW.</li></ol>  <ol style="list-style-type: none"><li>4.</li></ol>

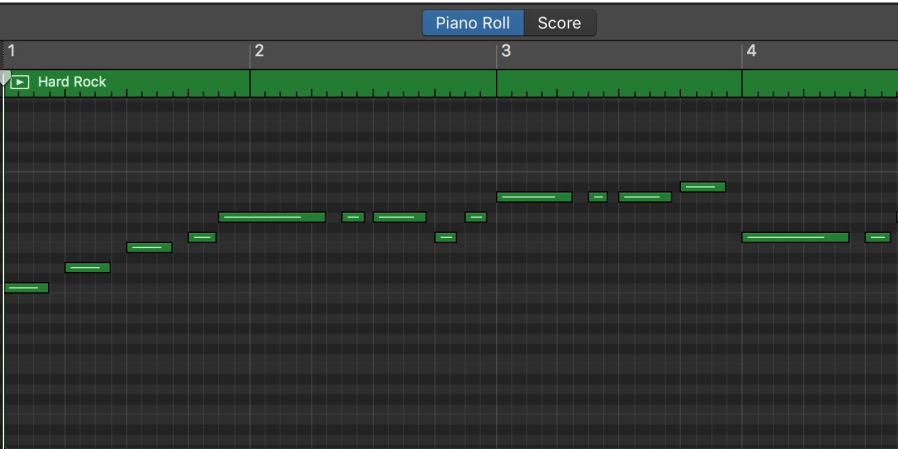
5. Have the students take note of the rhythmic inaccuracies that they can identify by looking at the digital rhythms in the editor window. The beginning of each note should line up with the vertical lines representing the subdivisions of the beat.
6. By selecting all of the notes in the region, the DAW can fix rhythmic inaccuracies by aligning the beginning of each note to the rhythmic grid through a process called Quantizing.



- 7.
8. Have the students try quantizing to different subdivisions of the beat to compare the level of quantizing that will achieve the desired result.
9. Once the quantizing is complete ask the students to observe the note lengths of each note. While quantizing does a great job of lining up the beginning of each note, it does not adjust the length of the note.
10. Discuss the concept of legato and staccato with the students and how that affects style and expression in music.
11. Explain to the students how to use the pencil tool to adjust the length of each note. The students should then adjust each note so that each notes is sustained until the beginning of the next note to create a legato articulation.



- 12.
13. Next have them repeat the process, but this time create space between the notes to create a staccato articulation.

	 <p>14.</p> <p>15. Have the students share their melodies with the neighbors to share feedback before deciding which articulation they would like to use for their melody.</p> <p>16. Students should save their revised melodies and submit to the teacher for assessment.</p>
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<p><b>Dispositions</b></p>	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>Working with others interdependently to perform a task and to achieve shared goals.</li> </ul> <p><u>Flexibility</u></p> <ul style="list-style-type: none"> <li>Demonstrating the ability to see multiple perspectives and monitor and adjust work based on differing conditions.</li> </ul> <p><u>Goal Setting</u></p> <ul style="list-style-type: none"> <li>Establishing specific and timely goals for completion of work.</li> </ul> <p><u>Inquisitiveness</u></p> <ul style="list-style-type: none"> <li>Having curiosity and drive to learn more about known and unknown strategies, techniques, concepts, ideas and phenomena.</li> </ul> <p><u>Openness and respect for the ideas and work of others</u></p> <ul style="list-style-type: none"> <li>Listening with understanding and empathy to others expressing different ideas and/or cultural backgrounds.</li> </ul> <p><u>Self-Reflection</u></p> <ul style="list-style-type: none"> <li>Applying self-knowledge and objective evaluation to personal work through questioning and introspection.</li> </ul> <p><u>Self-discipline and Perseverance</u></p> <ul style="list-style-type: none"> <li>Demonstrating independence and self-motivation, managing impulsivity, and being comfortable with delayed gratification as they strive for excellence.</li> </ul>
<p><b>Knowledge</b></p>	<p><u>Structure</u></p> <ul style="list-style-type: none"> <li>Identify and collaboratively discuss strategies for musical revisions using digital tools and/or digital instruments.</li> <li>Identify how the technical and expressive qualities of music are created, represented, recorded, or notated with the tool.</li> </ul> <p><u>Context</u></p> <ul style="list-style-type: none"> <li>Share multiple steps of the creative process, discussing impact of digital tool on the creation process.</li> <li>Track the evolution of compositional revisions and impact of revisions on</li> </ul>

	<p>the final product or performance.</p> <ul style="list-style-type: none"> <li>• Connect appropriate music and technological vocabulary to revision and development process.</li> </ul> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Write, discuss, or demonstrate multiple steps in the creative process, including and reflecting upon feedback from self, peers, instructors, or other consumers of the musical product.</li> </ul>
Skills	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Share/perform developed melodic, rhythmic, and harmonic ideas for the class with a digital tool and/or instrument.</li> </ul> <p><u>Creating</u></p> <ul style="list-style-type: none"> <li>• Develop a visual plan with icons and verbal descriptions, using peers, audience members, and instructors as a guide.</li> </ul> <p><u>Aural &amp; Notational Skills</u></p> <ul style="list-style-type: none"> <li>• Identify and develop areas of the larger work to notate and share on a digital platform.</li> </ul>

Lesson plan created by: Heath Jones for [www.mutechteacher.net](http://www.mutechteacher.net)

**References**

[NAfME Music Standards for Music Technology](#)

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