

|  |   |
|--|---|
|  <p>MUSIC</p> | <h2 style="text-align: center;">Making a Jingle</h2> <h3 style="text-align: center;">7<sup>th</sup> Grade</h3> <p style="text-align: center;"><b><i>Pitch and melody are foundational concepts in music. There are many career paths in music that require you to create or compose melodies, including making product Jingles.</i></b></p>   |
| <p><b>Lesson Objective(s):</b></p>   | <p><b>Student Friendly Standard Learning Statement(s):</b></p> <ul style="list-style-type: none"> <li>I am learning to create my musical ideas within specific guidelines using tonalities, meter, chordal changes, and form</li> </ul>   |
| <p><b>Arts Standard(s):</b><br/><b>Anchor Standard</b></p>                                     | <p><b>Artistic Process - Creating</b><br/><b>Anchor Standard 1</b> - Generalize and conceptualize artistic work</p> <ul style="list-style-type: none"> <li>(MU.CR.1.7a) Improvise rhythmic, melodic, and harmonic phrases within a specified form.</li> <li>(MU.CR.1.7b) Generate coherent musical ideas within related tonalities, meters, and simple chord changes within a specified form.</li> </ul> <p><b>Anchor Standard 2</b> - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>(MU.CR.2.7a) Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions</li> <li>(MU.CR.2.7b) Use notation to document personal or collective rhythmic and melodic phrases, and harmonic sequences</li> </ul> <p><b>Artistic Process - Performing</b><br/><b>Anchor Standard 6</b> - Convey Meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>(MU.PR.6.6a) Perform music with appropriate expression, technique, and interpretation</li> </ul> <p><b>Artistic Process - Connecting</b><br/><b>Anchor Standard 10</b> - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>(MU.CN.10.7b) Reflect on and discuss the roles and impact various music plays in one's life and the lives of others.</li> </ul> |
| <p><b>Essential Question(s):</b></p>   | <p><i>How do musicians generate creative ideas?</i><br/> <i>How do musicians improve the quality of their creative work?</i><br/> <i>When is creative work ready to share?</i><br/> <i>How does understanding the structure and context of the musical work inform performance?</i><br/> <i>How does understanding the structure and context of music inform a response?</i><br/> <i>How do musicians make meaningful connections to creating, performing, and responding?</i></p>  |
| <p><b>Vocabulary:</b></p>  | <p><b>NCCAS:</b><br/> <b>Sound</b>- sound produced by continuous and regular vibrations<br/> <b>Pitch</b> - the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone<br/> <b>Melody</b> - a sequence of single notes that is musically satisfying<br/> <b>Improvisation</b> - the action of improvising - something that is improvised, especially a piece of music, drama, etc., created without preparation</p>  |

|   |  |
|---|--|
|   | <p><b>Composition</b> - a work of music, literature, or art</p> <p><b>Jingle</b> - a short slogan, verse, or tune designed to be easily remembered, especially as used in advertising</p>  |
| <p><b>Lesson Procedure:</b><br/><i>(Approx. Duration)</i></p> | <p><b>Pre-Lesson Opening Activity:</b> Have students explore creating a simple melody or song using Chrome Music Lab. Share this link with students and have them simply explore, improvise, and create. Have students download their composition as a WAV file and submit it to the teacher using the district-approved digital platform. This is will likely be a tool students can use to create a jingle later in the lesson: <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p> <p>Questions:</p> <p>What makes a commercial jingle successful?</p> <p>What could make a jingle fail?</p> <p>What would it take to create your own jingle?</p> <p>What jingles can you recite that you've heard before?</p> <p>Why do you remember and recognize those jingles?</p> <ol style="list-style-type: none"> <li>1. <b>Icebreaker:</b> Question of the Day (approx. 5 mins) Students introduce themselves by saying their name (even if the class knows their name) and answering the "Question of the Day." These questions usually have one-word or very brief answers. The Question of the Day can be random, or specific to the lesson such as: "What was your favorite jingle you hear all the time at home?"</li> <li>2. <b>Pass the Microphone:</b> (approx. 10 mins) Transition students to a time of discussion. Ask students the questions listed above to guide student responses. Make sure that each student participates in the discussion. A good strategy to use for group discussion participation is to ask students to "pass the microphone" to another person after they have answers. The teacher asks a question, then says "I pass the mic to...STUDENT NAME." Then, that student answers the question and then "passes" to another student. Continue this until each student has a chance to respond to at least one of the questions.</li> <li>3. <b>What's a Jingle?</b> (approx. 10 mins) Take time to describe what the purpose of a jingle is and why it is important to a product or brand. Be sure to discuss and describe what makes a jingle successful or not (i.e. catchy, short, rhyme, funny, matches the product, etc.) Here is a good definition: a jingle is a short musical piece written to promote a specific product, brand, or service. Jingles are not particularly complex, with the emphasis being on how effectively the chosen words convey the message.</li> <li>4. <b>Pitch and Melody Review</b> (approx. 5 mins) Briefly review with students the musical concepts of pitch and melody and how they can be incorporated into a jingle—even how to make a career out of it! There are many "how-to" videos regarding creating jingles on YouTube if you choose to share exactly how some people have a career in making jingles! Here is an example: <a href="https://www.youtube.com/watch?v=soWspCzKwBA">https://www.youtube.com/watch?v=soWspCzKwBA</a></li> <li>5. <b>Collaborate: Modeling Jingles</b> (approx. 15 mins) As a collaborative effort with students, guide the discussion to creating a jingle as a class. Start by asking for broad suggestions</li> </ol> |

|  |   |
|--|---|
|  | <p>from students about a product or service (such as shoes, candy, or toy) to create a jingle for (remember these must be new or imaginary products/brands due to copyright laws). Once the product or service is chosen, follow the steps below to help students collaborate to create a jingle: <b>1.</b> What is the who/what/where/why/how that makes the product appealing? <b>2.</b> Describe the product in one sentence that rhymes. Make it catchy! <b>3.</b> Create a simple melody using a free, online notation software or virtual instrument! <b>4.</b> Add the melody to the catchy sentence! <b>5.</b> Does it need any adjustments to make it catchier or appealing to a consumer?</p> <p>6. <b>Student Assignment Introduction</b> (approx. 5 mins) With any remaining class time, introduce their assignment after the classroom session. Students will create their own jingle for a brand-new product of their own creation! Much like they collaborated to create a jingle during the classroom session, they will be required to make one of their own, individually. Encourage students to be creative and create a jingle based on the factors that help to create a successful and catchy jingle!</p> <p>7. <b>Student Jingle Project: Create a Catchy Jingle</b> (approx. 30+ mins) Share with students the Jingle Project Checklist for them to use as a guide to create a successful Jingle and for this activity, students will use Flipgrid.com or some other presentation software to submit their catchy jingles for peer-review and teacher feedback/grading as a summative assessment. This assignment could be due within a week of the live classroom session depending on school/district requirements and schedules.</p> |
| <p><b>Assessments:</b></p>                     | <p><b>DIAGNOSTIC ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Informal teacher observation using visual/aural checks for comprehension of pitch and melody while improvising and creating a melody using Chrome Music Lab via digital platform or one-on-one teacher phone call (unplugged variation)</li> </ul> <p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Informal teacher observation using visual/aural checks for comprehension of student performance during the collaborative jingle creation via digital platform</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of students' jingle performances live performance – through used software or live performance</li> </ul> <p><b>INCREASED RIGOR:</b> Students needing an extra challenge can create more advanced melodies or include harmony to their jingles or create an additional accompaniment to the music.</p> <p><b>ADAPTED ASSIGNMENT:</b> Students requiring an adaptation to this assignment can create their jingles with appropriate scaffolding from the teacher or a peer</p>   |
| <p><b>Related Standards/ Competencies:</b></p> | <p>Basic ideas about pitch and melody and how they are used in real-world applications (movie themes, commercial jingles)</p> <p><b>CONCEPTS:</b></p>   |

- Pitch, melody, and how sounds are created (science connection)

**PS4-A: Wave Properties – Sound waves**

- Composing a melody using a variety of resources

**Benchmark 1 – The student can apply a variety of digital tools for personal and group expression**

- Career paths in music
- Creating a commercial jingle for a student-imagined brand (cannot be a pre-existing brand name)

**Music Technology Standards: CA #1, #2, #3, #4, #10 and #11**

**Requirements:**

**STUDENT SUPPLIES:**

- A device with audio/video capabilities
- Headphones (with a microphone if available)
- Pencil and paper

**TEACHER SUPPLIES:**

A device with audio/video capabilities

- Flipgrid or some presentation software
- Music tracks including various genres and styles

**Resources:**

Free Music Notation Software: <https://www.noteflight.com/>

Free Music Notation Software: <https://flat.io/>

Free Online Music Creation Website: <https://musiclab.chromeexperiments.com/Song-Maker/>

Free Online Music Creation Website: <http://intro.novationmusic.com/harry-coade?overlay=intro>

Free Virtual Musical Instruments: <https://www.virtualmusicalinstruments.com/>

Other Online Music Creation Resources: <https://www.factmag.com/2016/11/12/browser-instrumentshtml5-drum-machines-synths-samplers/>

**Jingle Project Rubric**

| Standard                                  | Exemplary (4)   | Proficient (3)  | Approaching (2)   | Limited Progress (1)  | Insufficient Progress (0)        | Score |
|---|---|---|---|---|----------------------------------|-------|
| <b>MSGM7.CR.1/2</b><br>Composing Music    | The student created a short, catchy melody that directly matches AND enhances their product, brand, or service.   | The student created a short, catchy melody that matches their product, brand, or service. | The student created a short, melody that is either memorable OR vaguely matches their product, brand, or service. | The student created a short melody, but it is not memorable and did not match their product, brand, or service. | The student did not participate. |       |
| <b>MSGM7.PR.1/3</b><br>Performing Jingles | The student performs the jingle in a catchy and memorable way and can be easily replicated for others to perform. | The student performs the jingle in a catchy and memorable way.                            | The student performs the jingle.  | The student performs the jingle but needs development and practice.   | The student did not participate. |       |
| Total Points                              |   |   |   |   |                                  |       |

### Jingle Project Student Checklist

- ✓ I have looked over the lesson information and have no more questions for my teacher about the assignment.
- ✓ I have created an imaginary product, brand, or service of my own invention that has a product name and detailed description.
- ✓ I have created a short catchphrase or slogan to accompany my product.
- ✓ It matches the “vibe” of my product and tells consumers exactly what the product is all about. Keep it catchy and memorable!
- ✓ I have composed a melody to accompany my jingle’s catchphrase/slogan using a variety of sound sources (e.g. electronic sounds, instrument sounds, body percussion, found sounds).
- ✓ I have gotten feedback about my product, catchphrase/slogan, and melody from multiple people (e.g. family, friends, classmates) to ensure that the jingle matches the product.
- ✓ I can perform my jingle with 100% accuracy. (Are you sure? Can you perform your rhythms at least 5 times without making a mistake? Can you perform them to other people like your family without making a mistake? If not, KEEP PRACTICING until you can!)
- ✓ I have recorded and submitted my video.
- ✓ I have viewed AT LEAST 3 OTHER STUDENTS’ jingles and gave them appropriate and constructive feedback.

|  |  |
|--|--|
|  <p>MUSIC</p> | <h2 style="margin: 0;">Indian Classical Music</h2> <h3 style="margin: 0;">8th Grade</h3> <p style="margin: 0;"><i><b>This lesson aims to introduce students to musical structures around the world to deepen their understanding on performance from different cultures.</b></i></p>   |
| <b>Lesson Objective(s):</b>  | <b>Student Friendly Standard Learning Statement(s):</b><br>I am learning to identify and describe how contextual awareness can influence <b>performance</b> .  |
| <b>Arts Standard(s):</b>   | <b>Artistic Process - Connecting</b><br><b>Anchor Standard #11</b> - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <ul style="list-style-type: none"> <li>○ (MU.CN.11.8b) - Identify and explain how context (e.g., social, cultural, historical) can inform a performance.</li> </ul>  |
| <b>Essential Question(s):</b>  | <i>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</i>  |
| <b>Vocabulary:</b>   | <p><b>Tabla</b> - North Indian hand drums consisting of a smaller, higher pitched drum and larger, lower-pitched drum</p> <p><b>Taal</b> - Indian system of a rhythmic beat cycle</p> <p><b>Kaida</b> - Longer composition that starts with a main theme followed by variations of the theme that ends with a Tihai</p> <p><b>Tihai</b> - Ending of a short/long composition which repeats a certain phrase 3 times with equal time rests between each phrase</p>  |
| <b>Lesson Procedure:</b><br><b>(35 - 40 mins)</b>  | <ol style="list-style-type: none"> <li>1. Slide 1: Students will brainstorm their pre-existing knowledge about Indian music and culture on the board. (5 mins)</li> <li>2. Slide 2: Teacher will play the attached video and then demonstrate how to count “teentaal” (16 beats). Students will practice this counting method (5-10 mins) (Teacher can click <a href="#">here</a> to learn how to count “teentaal” for the students)</li> <li>3. Slide 3: Teacher will play the video and students will brainstorm some similar instruments to the tabla they have heard/learned about (5 mins)</li> <li>4. Slide 4: Teacher will play the clip and will connect it with a more familiar performance style. Students will generate similarities and differences that can be found between the tabla performance and a western-style performance (i.e., symphony orchestra) (8-10 mins)</li> <li>5. Slide 5: Students will discuss/reflect on what they enjoyed about the tabla and Indian Classical Music.</li> <li>6. Students will write one thing they learned from the lesson and will pass their paper on to a peer. (5-10 mins)</li> </ol> |
| <b>Assessments:</b>  | <p><b>Checking for understanding:</b> The teacher will determine the understanding of the students during the reflection section.</p> <p><b>End of Lesson:</b> The students will either discuss with their peers or have a group discussion with the teacher about what they enjoyed about Indian Classical Music and how it impacts their understanding of artistic ideas in a cultural context. They will also use the paper sharing activity described in step 5 of the Lesson Procedure section.</p>   |

|   |   |
|---|---|
|   | Unit assessment (if applicable): N/A  |
| <b>Related Standards/ Competencies:</b> | <b>Music 1st Grade:</b><br>Pr.4.b: With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g., beat, melodic contour). |
| <b>Resources:</b>                       | <a href="#">Tabla Vocabulary</a><br><a href="#">Lesson Slides</a>   |