

LESSON PLAN

#9

PLAY THAT FUNKY MUSIC

(Music)

Activity Focus

In this lesson, students will learn about the concepts of rhythm, melody and harmony using a fun computer mixer. Afterwards students will be able to apply what they have learned to create music of their own.

Materials

Computers

Teaching/Learning Strategies

Discuss and demonstrate the concepts of rhythm, melody and harmony with students.

Rhythm...

is the time component of music. It is made up of variations of length and accentuation of sounds. Rhythmic patterns are easiest to see in the beat a drummer or percussionist plays. But all musical parts have a rhythmic component.

Whenever musical notes are sung or played in succession, it is the points in time where each note falls which defines the rhythm. To illustrate the rhythmic component of melody, try tapping out a well-known tune (such as *Jingle Bells*) on your desk. By doing this you are hearing the timing of the *Jingle Bells* melody without the corresponding changes in pitch.

In order for someone to recognize the tune of *Jingle Bells*, the melody must be presented with its phrase of changing pitches along with the corresponding changes in time of each pitch.

In other words, you must hear this melody with its rhythmic component to identify it as *Jingle Bells*.

Tap a rhythm on you desk with your hands. Have students do the same.



Melody...

is musical notes (or pitches) connected in a row. These notes are derived from musical scales such as the major scale (*Do, Re, Mi, Fa, So, La, Ti, Do*).

The melody is the part of a song that we can sing or recognize. The movement from low notes up to higher notes and back again, or vice versa, is what creates a memorable melodic phrase.

Whistle a familiar tune; have students do the same.

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Harmony...

is the glue that connects the rhythmic and melodic components of music. Harmony exists in the accompanying instruments of an ensemble or in the various voices of a choir. The notes of harmony are most often derived from the same musical scale that the melody comes from. Where a melody plays single note phrases, harmony (or chords) play more than one note at a time in what is called a chord progression.

The chords that make up the chord progression help define the mood of the music.

Play a beat, have a student whistle a melody, have another student add to that by snapping their fingers.

Tell the students that they will be using computers to further explore the concepts of rhythm, melody and harmony using a music mixer on computers.

Once on the computer, they will be able to listen to two different types of music: punk and electronica. Students will also have the ability to manipulate the volume of the instruments being used to create each piece of music.

Pair the students up and instruct them to go to www.chicken.ca and follow the links to *Chicken Mix-A-Lot*.



Students are to listen to each piece of music and then turn the volume of all the instruments down and listen to each instrument individually to determine each instrument's roll in the complete musical composition, how each instrument contributes to the rhythm, melody and harmony.

(This can also be demonstrated to the whole class before students are assigned their computers)

Have students experiment with different combinations of instruments and sound effects available on the site. Invite some students to share their work with the whole class.

Discuss how each instrument contributed to the rhythm, melody and harmony of the piece.

Students are now ready to create their own pieces of music using what they have learned about rhythm, melody and harmony.

Divide the students into groups of four and instruct them to create a piece of music that incorporates the three elements they have just learned.

They are going to create the music using their bodies, e.g. tapping a beat on a desk, whistling, humming, snapping etc. Each student in the group will create a different sound which, when put all together, will form their musical composition.

Have students practise and perform their piece for the whole class.

