

SING A SONG!

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(MUSIC EDUCATION)**



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Lesson Title: Sing a Song!

Lesson Folder with Resources

https://drive.google.com/drive/folders/1wQaBNgDQCTaNqaNWF6WeT2xT_4bu8ILg?usp=sharing

Audience: Beginning students using Audacity

Objectives

Students will be able to

- record using Audacity;
- learn basic Audacity functions such as cut, copy and paste;
- recognize solfege syllables as notes; and
- pitch correct notes.

Materials/Equipment

- Audacity recording software
- headphones with a microphone
- sheet music for “Hot Cross Buns,” “Mary Had a Little Lamb” and “Twinkle Twinkle Little Star” (supplied by the teacher)
- recordings of the teacher’s final project

Duration: 30 minutes to an hour

Prior Knowledge and Skills

- solfege
- ability to read music

Procedures

- Students will record themselves singing a scale in solfege on a neutral tone.
- Students will pitch correct the notes to create a scale.
- Students will read the notes and figure out the solfege associated with them.
 - Recordings provided by the teacher will act as a guide.
- Students will then arrange these syllables to create a song based on the sheet music presented.

Adaptations

- If a student has issues recording, the teacher will provide the audio files of them singing to allow the student to edit the teacher’s solfege.
- Three levels of songs will be presented and students will be able to pick the song they feel that they will be able to do.

Feedback and Evaluation

- Students will divide into groups with other students who did the same song and play them for each other.
- Students will discuss the differences in recordings and why that is.
- As long as the solfege is in the correct order, the students will receive full credit.

Extensions and Follow-up

- Students will be allowed to implement a click track and align the notes to create the correct rhythm for extra credit.

National Music Standards

Creating - Plan and Make - Select and develop musical ideas for defined purposes and contexts.

EQ: How do musicians make creative decisions?

EU: Musicians' creative choices are influenced by their expertise, context and expressive intent.

MU:Cr2.1.T.1a Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Performing - Analyze - Analyze the structure and context of varied musical works and their implications for performance.

EQ: How does understanding the structure and context of musical works inform performance?

EU: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

MU:Pr4.2.T.1a Describe how context, structural aspects of the music and digital media/tools inform prepared and improvised performances.

Responding - Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EQ: How do we judge the quality of musical work(s) and performance(s)?

EU: The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

MU:Re9.1.T.1a Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

TI: ME Technology Areas Addressed:

1. Electronic Musical Instruments
- 2. Music Production**
3. Music Notation Software
- 4. Technology-Assisted Learning**
5. Multimedia
6. Productivity Tools, Classroom and Lab Management

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