Big Idea/Topic

PITCH + MELODY

Connecting Theme/Enduring Understanding:
Pitch and melody are foundational concepts in music. There are many career paths in music that require you to create or compose melodies.

Essential Questions:
How are sounds, pitches, and melodies created?
What are real-world applications for composing a melody?
What makes a commercial jingle successful? What could make a jingle fail?

Standard Alignment

CREATING
MSGM7.CR.1 Improvise melodies, variations, and accompaniments.
  b. Improvise simple rhythmic and melodic variations.
  c. Improvise short melodies, unaccompanied and with existing accompaniments, depicting given styles, meters, and tonalities.

MSGM7.CR.2 Compose and arrange music within specified guidelines.
  a. Compose short pieces within specified guidelines.
  b. Use a variety of traditional and non-traditional sound sources and digital tools when composing and arranging.

PERFORMING
MSGM7.PR.1 Sing a varied repertoire of music, alone and with others.
  a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range.

MSGM7.PR.3 Read and Notate music.
  a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation).
  b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests).
  d. Use standard notation or digital software to record their musical ideas and the musical ideas of others.

RESPONDING
MSGM7.RE.2 Evaluate music and music performances.
  a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
  b. Use these criteria to assess the quality and effectiveness of their own and other’s performances, compositions, and arrangements, and to implement constructive suggestions for improvement.

CONNECTING
MSGM7.CN.1 Connect music to the other fine arts and disciplines outside the arts.
  c. Explore and compare career paths in music.
**Instructional Design**

This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a virtual setting, whether “plugged” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.

**FOUNDATIONAL INFORMATION:**
Basic ideas about pitch and melody and how they are used in real-world applications (movie themes, commercial jingles)

**CONCEPTS:**
- Pitch, melody, and how sounds are created (science connection)
- Composing a melody using a variety of resources
- Career paths in music
- Creating a commercial jingle for a student-imagined brand (cannot be a pre-existing brand name)

**VOCABULARY:**
Sound, pitch, melody, improvisation, composition, jingle

**LINKS:**
https://www.youtube.com/watch?v=YuLiYF7YRUw
https://www.youtube.com/watch?v=2abba4vdOIQ
https://www.youtube.com/watch?v=t1vjl1fXJO8o
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-instruments-html5-drum-machines-synths-samplers/
Music: General Music: Grade 7: Distance Learning Plan: PowerPoint

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

**UNPLUGGED STUDENT SUPPLIES:**
- Unplugged Student Packet
- Phone (for a one-on-one teacher phone call)

**TEACHER SUPPLIES:**
- A device with audio/video capabilities
- Flipgrid account (see above links for helpful resources)
- Music tracks including various genres and styles

**DISTANCE LEARNING PLAN:**
**PRE-LEARNING OPENING ACTIVITY #1:**
Before hosting students on a digital platform, share these links (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent) to students and have them view these videos (see LINKS) to pique their interest into the upcoming lesson at least one or two days in advance to give them time to watch the videos and explore on their own. Students should watch these videos as they are interactive and a fun challenge. Many students will likely recognize and correctly guess the common jingles that are performed in the videos. Ask prompting questions to engage them in future discussions:

- What makes a commercial jingle successful?
- What could make a jingle fail?
- What would it take to create your own jingle?
- What jingles can you recite that you’ve heard before?
- Why do you remember and recognize those particular jingles?

**PRE-LEARNING OPENING ACTIVITY #2:**
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: https://musiclab.chromeexperiments.com/Song-Maker/

**WORK SESSION:**
**STUDENT AND TEACHER PROCEDURES**

**LIVE DIGITAL CLASSROOM SESSION (approx. 45 mins):**
At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. Be sure to share with students about the learning goals and standards that will be covered in this lesson (see above). If necessary, the teacher may also choose to pre-record this lesson and share it with students asynchronously. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities. Remember, when doing any live, digital activity on ANY digital platform, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback.

- **Activity #1: Icebreaker: Question of the Day (approx. 5 mins)**
  Once all students are logged on, tell students to introduce themselves by saying their name (even if the class knows their name) and answering the “Question of the Day.” These questions have usually 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?”

- **Activity #2: Pass the Microphone: Digital Class Discussion (approx. 10 mins)**
  Transition students to a time of discussion. Remind students of the videos they watched before the live digital classroom session. 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. Make sure the students unmute themselves so they can respond to the question!

- **Activity #3: What’s a Jingle? (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.

- **Activity #4: Pitch and Melody Review (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: [https://www.youtube.com/watch?v=soWspCzKwBA](https://www.youtube.com/watch?v=soWspCzKwBA)

- **Activity #5: Collaborate: Modeling Jingles (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 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). An example has been completed in the PowerPoint accompanying this document. Once the product or service is chosen, follow the steps below to help students collaborate to create a jingle:
  1. What is the who/what/where/why/how that makes the product appealing?
  2. Describe the product in one sentence that rhymes. Make it catchy!
  3. Create a simple melody using a free, online notation software or virtual instrument!
  4. Add the melody to the catchy sentence!
  5. Does it need any adjustments to make it more catchy or appealing to a consumer?

- **Activity #6: Student Assignment Introduction (approx. 5 mins)**
  With any remaining live class time, introduce their assignment after the live 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 live digital 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!

**ASYNCHRONOUS STUDENT ASSIGNMENT**
- **Activity #7: Student Jingle Project: Create a Catchy Jingle (approx. 30+ mins)**
  Share with students the Jingle Project Checklist for them to use as a guide to creating a successful and For this activity, students will use [Flipgrid.com](https://www.flipgrid.com) to submit their catchy jingles for peer-review and teacher feedback/grading as a summative assessment. See links below for how to get set-up with Flipgrid and other uses for it while teaching digitally. This assignment could be due within a week of the live classroom session depending on school/district requirements and schedules.

**UNPLUGGED DISTANCE LEARNING VARIATION:**
**UNPLUGGED PRE-LEARNING ACTIVITY**
Parents and students will pick up Unplugged Student Packet (see attached) and go through the information at students’ own pace. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities.
UNPLUGGED ACTIVITY VARIATION

- **Activity #1: Teacher One-on-One Phone Call (approx. 20 mins)**
  Set up a date and time during the teacher’s office hours in which the student and teacher can communicate via phone. The teacher will discuss the questions in the live classroom session with the student. The teacher will discuss the information on the PowerPoint slides as they talk on the phone. During this time, the teacher can go over the information in the Unplugged Packet with the student and answer any questions the student (or parent) might have regarding the lesson and assignment requirements.

UNPLUGGED STUDENT ASSIGNMENT VARIATION

- **Activity #2: Creating a Jingle (approx. 30 mins)**
  Students will create and develop their own imaginary product, brand, or service of their own invention that has a product name and detailed description. Using the Unplugged Packet, see the Jingle Project worksheet to brainstorm ideas for their product, its purpose, audience, and catchphrase or slogan. Encourage students to be creative and fully develop their products in which they will create a jingle! The 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! Students will then create a jingle composed of 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) OR used the melody of a familiar song and change the lyrics to fit the catchphrase/slogan for the jingle.

- **Activity #3: Performing Their Jingles (approx. 10 mins)**
  Set up a day and time during the teacher’s office hours in which the student and teacher can communicate via phone. The student will perform their product description and jingle for their teacher over the phone (on speakerphone or video call, if possible). The teacher will provide feedback for the student as necessary. If possible, another option could be that the parent could record a video of the student performing their jingle and sending it to the teacher via email and/or text message. See below for a student checklist and a rubric to share with students as well.

Evidence of Student Success

**DIAGNOSTIC ASSESSMENT**

- 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)

**FORMATIVE ASSESSMENT**
**Informal teacher observation** using visual/aural checks for comprehension of student performance during the collaborative jingle creation via digital platform or one-on-one teacher phone call (unplugged variation)

**SUMMATIVE ASSESSMENT**
- Teacher observation of students’ jingle performances via [Flipgrid.com](https://flipgrid.com) or one-on-one teacher phone call (unplugged variation)

### Distance Learning Supports

**DIFFERENTIATED LEARNING:**
**INCREASED RIGOR:**
Students needing an extra challenge can create more advanced melodies or include harmony to their jingles or create an additional accompaniment to the music.

**ADAPTED ASSIGNMENT:**
Students requiring an adaptation to this assignment can create their jingles with appropriate scaffolding from the teacher or a peer.

### Engaging Families

**DIGITAL SUPPORT MATERIALS:** (See Below)
- Flipgrid Assignment Student Instructions
- Student Checklists

**UNPLUGGED VARIATION SUPPORT MATERIALS:** (See Below)
- Unplugged Student Packet
  - PowerPoint Slides
  - Student Checklists

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**Jingle Project**

Name: ___________________________________________ Date: ______________________

Product Name: ________________________________________________________________

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Georgia Department of Education
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE
8.15.2020 • Page 6 of 17
Product Description: ___________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Jingle Ideas: (Use this space to brainstorm and come up with your catchy jingle phrase or slogan)
_______________________________________________________________________
_______________________________________________________________________
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Jingle Project Student Checklist

☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
☐ 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 using Flipgrid.

I have viewed AT LEAST 3 OTHER STUDENTS’ jingles and gave them appropriate and constructive feedback.

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-instruments-html5-drum-machines-synths-samplers/

Jingle Project Rubric

<table>
<thead>
<tr>
<th>MSGM7.CR.1/2 Composing Music</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Approaching (2)</th>
<th>Limited Progress (1)</th>
<th>Insufficient Progress (0)</th>
<th>Score</th>
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<td>The student created a short, catchy melody that directly matches AND enhances their product, brand, or service.</td>
<td>The student created a short, catchy melody that matches their product, brand, or service.</td>
<td>The student created a short, melody that is either memorable OR vaguely matches their product, brand, or service.</td>
<td>The student created a short melody, but it is not memorable and did not match their product, brand, or service.</td>
<td>The student did not participate.</td>
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| MSGM7.PR.1/3 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

HOW TO SUBMIT YOUR JINGLES VIA FLIPGRID

1. Go to www.flipgrid.com or download the Flipgrid app.
2. Enter this code: INSERT CODE HERE, that says:  Or scan this QR code in the app:
3. Once in the grid, click on either:  INSERT QR CODE HERE
4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.

5. It’s time to record your product description and jingle! You have 1 minute and 30 seconds to introduce your product’s name and description and then perform the jingle. You can record as many times as you may need, but the final video you submit will be the video that is graded. **ONE VIDEO SUBMISSION PER STUDENT.**

6. Press next and then review your recording.

7. If you are happy with your recording, **TITLE YOUR BODY PERCUSSION RHYTHM VIDEO.**

8. Snap a selfie!

9. Press Submit! Congrats! You sent in your body percussion rhythms assignment!

10. The Body Percussion Rhythms Assignment is due on **INSERT DATE HERE.**
What’s a Jingle?

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.

What Makes a Jingle Successful?

No one knows exactly why jingles are catchy, but there are several characteristics of successful jingles that are worth mentioning!

Characteristics of Successful Jingles:
- Simple (5-15 seconds long)
- Catchy melody or tune (can get stuck in your head!)
- Words that are easy to remember (like a catch phrase or slogan!)
- Tells you exactly what the product/brand/service is about
- Matches the product (in more ways than one!)
- Rhymes (but not always!)

*This slide can be edited based on the responses in the discussion.*

Notation Review

Here’s some common notation symbols in music. How many can you name?

Pitch and Melody Review

Music + Math Connection: Did You Know?

- The staff is a graph
- X axis = duration, Y axis = pitch
- Pitch - the high and low sounds in music
- Duration - how long a note or rest lasts
- We describe duration in number of beats, or parts of beats.
Unplugged Jingle Project

Name: ___________________________ Date: _________________

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Unplugged Jingle Project Student Checklist

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☐ 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 either 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) OR used the melody of a familiar song and changed the lyrics to fit my catchphrase/slogan for my jingle.

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 performed my product description and jingle for my teacher via phone.

### Jingle Project Rubric

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Total Points

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**Teacher’s Guide to Digital Teaching and Learning**

**GaDOE Fine Arts Resources:**

NAfME Resources:
- Virtual Learning Resources from NAfME: https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/
- Music Teacher Resource NAfME: https://nafme.org/music-teacher-resources-school-closures/

Video Conferencing Tips and Resources:
- https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/
- https://www.cultofpedagogy.com/distance-learning/

Flipgrid Resources:
- Flipgrid Getting Started Guide: http://blog.flipgrid.com/gettingstarted
- Flipgrid Educator Guide: https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view

Here is an example of how you could use Flipgrid for the Body Percussion Rhythms Student Assignment:
Make sure that when you share the assignment with students that you select the “Topic Guest Mode” and “Allow guests to record” options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.
Jammin' to Jingles

Student Instructions go here!