

General Music: Grade 7

Sample General Music: Grade 7 Learning Plan

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=t1vj1fXJO8o>

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:

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 2 of 17



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>

- **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://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.

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 4 of 17



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

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 5 of 17



- 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

Jingle Project

Name: _____ Date: _____

Product Name: _____



Product Description: _____

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

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

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
MSGM7.CR.1/2 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.	
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

INSERT
QR CODE
HERE

- Go to www.flipgrid.com or download the Flipgrid app.
- Enter this code: **INSERT CODE HERE** that says:  Enter a Join Code ➡ Or scan this QR code in the app:
- Once in the grid, click on either:  

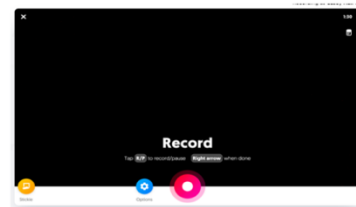
Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 8 of 17



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.**



Code 605c2eb0

Record a Response



Jul 8, 2020

Jammin' to Jingles

Student Instructions go here!

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

Record a Response



0 Responses

0 comments - 0.0 hours of engagement

Search



General Music: Grade 7 Unplugged Student Packet

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 9 of 17



General Music Grade 7

Jammin' to Jingles

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



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.

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



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!)

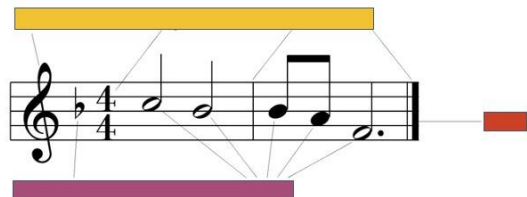
*This slide can be edited based off the responses in the discussion.

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Notation Review

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

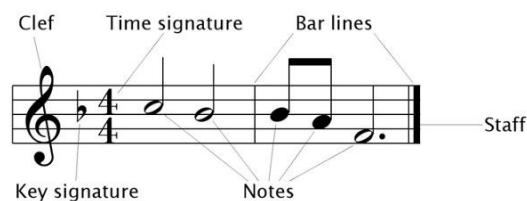


Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Notation Review

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



Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Pitch and Melody Review

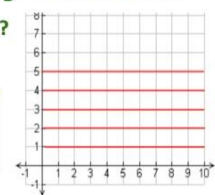
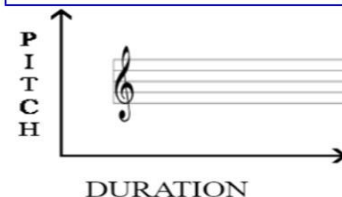
Music + Math Connection: Did You Know?

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.



Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 10 of 17

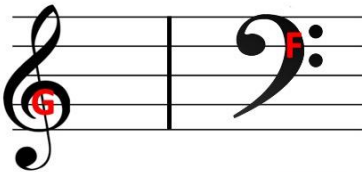


Pitch Review

The G Clef (Treble Clef)
Originally the treble clef was written as a 'G' to signal where G was on the treble clef staff. Over time, it became fancier and fancier until it became what we see today! Notice the "swirl" circles the Line G!

The F Clef (Bass Clef)
Originally the bass clef was written as an 'F' to signal where F was on the bass clef staff. Over time, it became fancier and fancier until it became what we see today! Notice the Line F is in the middle of the two dots!

<https://www.smithsonianmag.com/arts-culture/the-evolution-of-the-treble-clef-17172377/>



Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



What is melody?

When you put pitches together in different combinations and patterns of skips, steps, leaps, and repeated notes, they form melodies.



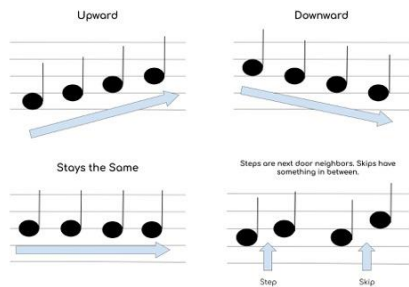
"Twinkle, Twinkle Little Star" is a popular melody.

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Melodic Direction

Notes in melodies move in different directions: upward, downward, or they stay the same.



Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Creating a Jingle: Example



The Pot of Gold keeps plants alive FOREVER! No more having to worry about plant care! The Amazing Pot of Gold does it all for you! Buy one today!

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



Unplugged Jingle Project

Name: _____ Date: _____

Georgia Department of Education
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE
8.15.2020 • Page 11 of 17



Product Description: _____

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

--	--	--

[illegible]

☐ 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.

8.15.2020 • Page 12 of 17



- ☐ 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

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
MSGM7.CR.1/2 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.	
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						

Teacher’s Guide to Digital Teaching and Learning

GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>



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 Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- 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:



Discussion > General Music: Grade 7

Jul 8, 2020

General Music: Grade 7

0 responses 0 views 0 comments 0 hours of shared learning

Join Code: [genmus7example](#) [Add a CoPilot](#)

Share

Actions



Topics Students

Topics (1)

[Export Data](#)

Search Topics

Add a Topic

Actions

Title

Last Response



Jammin' to Jingles

0 Responses

Jul 13, 2020

Active

Share

Actions



Share this Topic

Share Jammin' to Jingles with your community.

Join Link

flipgrid.com/f8ea3674

Copy



Topic Guest Mode

Make it easy for guests, such as family members and content experts, to access this specific Topic.



flipgrid.com/605c2eb0

Copy



☒ Allow guests to record

[Create new link](#)

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.

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

8.15.2020 • Page 15 of 17



Jul 8, 2020

Jammin' to Jingles

0 responses 0 views 0 comments 0 hours of shared learning

Student Instructions go here!

Join Code: f8ea

Assignment View (Teacher)
Topics = Assignments

Share

Actions



Responses (0)

[Export Data](#)

[Search Responses](#)

Start the discussion!

Share this Topic with participants or record a video to begin the discussion.

+ Record a Response

Share Topic

Topic Essentials

Title

Jammin' to Jingles

Prompt

Student Instructions go here!

29/1000

Recording Time

1 minute 30 seconds

Closed Captions

English (United States)

Video Moderation

New videos will be hidden from students until you activate them. Previously submitted videos will remain active.

[Learn more about Moderation.](#)



Media

Add a media resource to engage your students.



Topic Essentials

Access Control

Topic Attachments

Topic Status

Topic Features

Video Features

Feedback

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE


8.15.2020 • Page 16 of 17



Jul 8, 2020

Jammin' to Jingles

Student Instructions go here!

 Record a Response



0 Responses

0 comments · [0.0 hours](#) of engagement

Topic/Assignment Student View

 Search

