



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Music



Making a Jingle

Grade 7

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.

Lesson Objectives	Student Friendly Standard Learning Statement(s): I am learning to create my musical ideas within specific guidelines using tonalities, meter, chordal changes, and form.
Arts Standards	Artistic Process: Creating Anchor Standard 1: Generate and conceptualize artistic ideas (MU:7.Cr1.b) – Generate coherent musical ideas (e.g., rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form. Artistic Process: Performing Anchor Standard 6: Convey meaning through the presentation of artistic work (MU:7.Pr6.a) – Perform music with appropriate expression, technique, and interpretation.
Essential Questions	<i>How do musicians generate creative ideas?</i> <i>How do musicians improve the quality of their creative work?</i> <i>When is creative work ready to share?</i> <i>How does understanding the structure and context of the musical work inform performance?</i> <i>How does understanding the structure and context of music inform a response?</i> <i>How do musicians make meaningful connections to creating, performing, and responding?</i>
Vocabulary Source: NCCAS Glossary	Sound – Sound produced by continuous and regular vibrations Pitch – the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone Melody – a sequence of single notes that is musically satisfying Improvisation – the action of improvising - something that is improvised, especially a piece of music, drama, etc., created without preparation Composition – a work of music, literature, or art Jingle – a short slogan, verse, or tune designed to be easily remembered, especially as used in advertising

Lesson Procedure Duration: 2-3 50-minute class periods.	Pre-Lesson Opening Activity: 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 will likely be a tool students can use to create a jingle later in the lesson: https://musiclab.chromeexperiments.com/Song-Maker/ Questions: 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 jingles? 1. Icebreaker: 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?" 2. Pass the Microphone: (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. 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. 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 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). Once the product or service is chosen, follow the steps below to help students collaborate to create a jingle: a. What is the who/what/where/why/how that makes the product appealing? b. Describe the product in one sentence that rhymes. Make it catchy! c. Create a simple d. melody using free, online notation software or virtual instrument! e. Add the melody to the catchy sentence! f. Does it need any adjustments to make it catchier or appealing to a consumer?
--	--

	6. Student Assignment Introduction (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! 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 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.
Assessments	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 Summative Assessment Teacher observation of students' jingle performances live performance – through used software or live performance Increased Rigor Students needing an extra challenge can create more advanced melodies or include harmony with 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
Related Standards or Competencies	General Music ○ MU:7.Cr1.a – Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g., AB, ABA, rondo, theme and variations, etc.). ○ MU:7.Cr2.a – Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g., with unity and variety). ○ MU:7.Cr2.b – Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences. ○ MU:7.Cn10.b – Reflect on and discuss the roles and impact various musics play in one's life and the lives of others. Music Technology: Cr1, Cr2, Cr3, Pr4, Cn10, Cn11 Science: Pitch, sound (PS4-A: Wave Properties – Sound waves) CTE: Career paths in music
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

Music Notation: <https://www.noteflight.com/>, <https://flat.io/>

Music Creation:

- <https://musiclab.chromeexperiments.com/Song-Maker/>
- <http://intro.novationmusic.com/harry-coade?overlay=intro>
- <https://www.factmag.com/2016/11/12/browser-instrumentshtml5-drum-machines-synths-samplers/>

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

Jingle Project Rubric						
Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
MU:7.Cr1.b Composition	Student created a short, catchy melody that directly matches and enhances their product, brand or service.	Student created a short, catchy melody that matches their product brand or service.	Student created a short melody that is either memorable OR vaguely matches their product, brand, or service.	Student created a short melody that is not memorable and did not match their product, brand or service.	Student did not participate.	
MU:7.Pr6.a Performance	Student performance was catchy and memorable and could be easily replicated by others.	Student performance was catchy and memorable.	Student performance was accurate.	Student performance needed refinement.	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 that matches the “vibe” of my product and tells consumers exactly what the product is all about. It is 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 by myself and in front of others with 100% accuracy 5 times in a row.
- ☐ I have recorded and submitted my video.
- ☐ I have viewed at least 3 other students’ jingles and gave them appropriate and constructive feedback.

