

# General Music Lesson Plan

Grade Level: 4th Grade

Samplebot

National Music Standards	
<b>Creating</b>	
✓ Imagine	✓ Evaluate and Refine
✓ Plan and Make	✓ Present
<b>Performing</b>	
✓ Select	✓ Rehearse, Evaluate and Refine
✓ Analyze	✓ Present
✓ Interpret	
<b>Responding</b>	
✓ Select	✓ Analyze
✓ Interpret	✓ Evaluate
<b>Connecting</b>	
✓ Connect #10	✓ Connect #11

Area(s) of Focus
Composition, Improvisation, Rhythm, Form

Materials Needed
<ul style="list-style-type: none"><li>• Student devices with iOS and Samplebot app, headphones may be preferred</li><li>• Various sources for "found sounds" such as recyclable materials or other objects in the classroom</li><li>• Student worksheets + pencils</li></ul>

SAMR Level	
<input type="radio"/> Substitution	<input type="radio"/> Modification
<input type="radio"/> Augmentation	<input checked="" type="radio"/> Redefinition

## **Behavioral Objectives for the Lesson:**

- Students will create a 4-beat rhythmic ostinato.
- Students will improvise a rhythmic idea over a recorded ostinato.
- Students will demonstrate understanding of form through composing within a given framework.
- Students will demonstrate understanding of expressive intent through reflection of purposeful compositional choices such as timbre.

## **Procedure:**

- Teacher will show STOMP Youtube video performance.
  - <https://safeshare.tv/x/ss5b1ec6ef44fa6#>
- Teacher will facilitate group or pair-share student discussion following video touching on these discussion points:
  - What did the performers do with the brooms that made them sound more "musical" than normal?
  - What makes something "music"?
  - What are some objects in this room that we could use to create something similar to what we just saw these performers do?
- Students will suggest materials in the classroom and demonstrate sounds. Students and teacher will explore what materials work well and what sorts of sounds can be "found" in the room. This can be done as a full class or in partners or groups. The teacher can provide a designated assortment of materials (recycled bottles, boxes, and jars work

well) or allow students to explore objects in the room. Students will share out their findings.

#### **Next Lesson:**

- Teacher will review the discoveries made during the previous lesson, then show a STOMP Youtube video on how to create music using simple household items: plastic and paper bags. Students will be asked to listen for and share what they noticed about the sounds the STOMP group came up with and why it made for a successful composition. (There are a variety of sounds/materials with a variety of pitches, they made repeated patterns, they had a clear steady beat, etc.)
  - <https://safeshare.tv/x/ss5b1ebf2a561d0>
- Teacher will model for students how to use the Samplebot app to “play” recorded sounds by tapping on different squares using a pre-made sound set “Demo: Clammy Pan.” in the “Projects” section of the app. See worksheet link for directions on how to get to the correct screen. Teacher will ask students to share what they noticed about the sounds used in the sound set (a variety of sounds, all short one-sound audio clips).
- Teacher will group students (with the number of students in each group dependent on the number of devices available) and give each group a device with the Samplebot app and a group worksheet. Students will copy group number given by teacher and group members on worksheet, or this can be done by the teacher ahead of time.
  - [Link to student composition worksheet](#)
- Students will take turns experimenting with various sounds in pre-made sound set “Demo: Clammy Pan” while other students in the group watch. The teacher will notify students when to rotate to the next group member.

#### **Next Lesson:**

- Teacher will model for students how to customize a sound set by recording sounds into the Samplebot app. See worksheet for directions. Each student will add three sounds to the group sound set and save the project as directed on the worksheet.

#### **Next Lesson:**

- Teacher will model for students how to record a 4-beat ostinato pattern using the white boxes in the sound set they created. First, the teacher will model clapping 4-beat ostinato patterns, practicing with the students echoing. Next, the teacher will demonstrate a 4-beat ostinato using Samplebot sounds. Then, the teacher will model how to record and copy this pattern to four measures in a row.
- Student groups will take turns creating, recording, and copying four measure, 4-beat ostinato patterns using Samplebot and save the project.

#### **Next Lesson:**

- Teacher will model improvising over the previously recorded ostinato patterns using the other sounds in the group sound set.
- Students will take turns improvising for four measures over their own ostinato pattern before the next group member begins improvising in measure five and so on until each member has had a chance to improvise over their own ostinato patterns. This may take some practice for smooth and quick transitions. It may work best to have all group members seated on the floor in a circle with the device on the floor in the middle. Once

the group is ready, the students will record their improvisation and save. Groups can share their compositions with the class while students fill out their reflection and evaluation worksheet.

- [Link to reflection and evaluation worksheet.](#)

### Possible Extensions:

- This project could be connected to a larger unit on the science of sound with students exploring instruments, vibrations, pitch, etc. Students could also be asked to create their own instrument out of recycled materials.
- Instead of using found sounds, students could be asked to only use body percussion or beatbox sounds to create their compositions.
- Student groups could be assigned the task of creating a composition following a particular form such as AAB or ABAC with their group with each section comprised of four measures of music.
- Students could use Samplebot to create an ostinato for a familiar song.
- Students can share their finished recordings of their composition by tapping the menu, then tapping “Share.” Compositions can be shared via email, AirDrop, or other connected apps such as Google Drive or Seesaw.

Method of Assessment			
✓	Individual	✓	Written
✓	Group	✓	Performance

### Assessment:

- Students are assessed on their group’s recorded composition. The chart from the student composition worksheet can provide a guide to which student recorded each section.
- Students are also assessed on their individual written reflection and evaluation worksheet.

### Technology Tips for this Lesson:

- Teacher modeling using Samplebot is most effective when the device is projected for all students to see and connected to a louder audio output.
- Recording sounds can be difficult if the devices are picking up background noise. If this is an issue, try having students record their group sounds one at a time, rotating groups/group members.
- Students can label their sounds by swiping left on the square they recorded in, then editing the label at the top of the screen. This can help identify the objects used to make the sound.
- Students or teacher can adjust the tempo by clicking and modifying the “120” in the lower left-hand corner of the screen. This might be helpful for student groups if the tempo is too fast, especially when recording an ostinato.