

# Beepbox: Compose your own video game theme 1 (easy)

## Music Tech Lesson Plan

<b>Grade level</b>	Grades 3-8
<b>Objective</b>	To compose a pentatonic-based video game theme melody using Beepbox
<b>Curriculum standards</b>	See below
<b>Materials/Equipment</b>	<ul style="list-style-type: none"><li>• Teacher laptop or desktop computer, data projector and speakers</li><li>• <a href="#">Beepbox website</a></li></ul>
<b>Notes about devices</b>	<ul style="list-style-type: none"><li>• This lesson works best with multiple student devices</li><li>• Students could work individually, in pairs or in small groups</li><li>• Beepbox works on iPads, Chromebooks, Macs and PCs</li></ul>
<b>Duration</b>	1-2 lessons
<b>Skills required</b>	Students can compose a simple melody using the pentatonic scale
<b>Procedure</b>	<p><b>Part 1: Learn about video game music</b></p> <ul style="list-style-type: none"><li>• Discuss the role of music in video games (it depicts a time, mood, place or character, it increases intensity, it warns the player about what's to come)</li><li>• Discuss the way the player influences changes in the music during the game due to their gameplay</li><li>• Discuss early video game sound: sound was produced by the computer chip - small palette of sounds; maximum of 3 or 4 sounds playable at once (and that included sound effects)</li></ul>

	<ul style="list-style-type: none"> <li>• Play examples: Pac Man theme, Super Mario Bros theme</li> <li>• See <b>Further Info</b> section below for some additional listening/watching resources</li> </ul> <p><b>Part 2: Compose a simple pentatonic video game theme using Beepbox</b></p> <ul style="list-style-type: none"> <li>• Open Beepbox on your teacher computer (connected to the data projector)</li> <li>• Do a quick demo with the class - show them the basic steps to create a melody by clicking on the grid and how to play their melody back</li> <li>• Explain that their melody should start and end on a brown note (C). The melody can move by steps or leaps</li> <li>• Optional: show them how to create “sound effects” by adding two notes on top of one another or a glissando effect by dragging the end of the note up or down (or you might choose to let students discover these themselves!)</li> <li>• Students open Beepbox on their device and create their melody starting and ending on C</li> </ul> <p><b>IMPORTANT: How to SAVE the composition</b></p> <p>If you would like students to work on their piece at a later stage (or for use in Beepbox lesson 2), they will need to copy the URL (web address) of their Beepbox composition. It will be long and have lots of numbers and letters! Paste the URL somewhere safe (they could email it to themselves or you, or save it in a Google Doc)</p> <p><b>How to export the composition as a WAV file</b></p> <p>To export the completed version: go to <b>Export &gt; Export to WAV file</b>. Find the exported file in your downloads folder and rename it straight away (note: this step is not possible on iPads)</p>
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<b>Extensions</b>	<ul style="list-style-type: none"> <li>• Students can explore the Instrument Settings to change the sound of the instrument</li> </ul>
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<b>Evaluation</b>	Students can compose a short pentatonic melody in a video game style
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<b>Further info</b>	<ul style="list-style-type: none"> <li>• [video] The 8-Bit Guy - <a href="#">How Oldschool Music/Sound Worked</a></li> </ul>
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	<ul style="list-style-type: none"><li>• [listening] Twenty-Thousand Hertz podcast episode <a href="#">8-Bit Sounds</a></li><li>• [listening] Twenty-Thousand Hertz podcast episode <a href="#">Level Up</a></li><li>• <a href="#">Soundfly's free course on creating chiptune music</a> with a Nintendo Gameboy (advanced - suitable for older students)</li></ul>
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<b>USA Music Education Standards</b>	<ul style="list-style-type: none"><li>• 4. Composing and arranging music within specified guidelines</li><li>• 6. Listening to, analyzing, and describing music</li><li>• 9. Understanding music in relation to history and culture</li></ul>
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<b>Australian Music Curriculum Standards</b>	<ul style="list-style-type: none"><li>• 4.3 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume</li><li>• 6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience</li><li>• 6.4 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music</li><li>• 8.2 Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music</li><li>• 8.6 Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music</li></ul>
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