Free Music Tech Lesson Plan

RAP MY NAME

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midnightmusic.com.au
# Music Tech Lesson Plan

## 01 Rap My Name: I Like That
Perform an original rap with a rhythmic backing

<table>
<thead>
<tr>
<th>Grade level</th>
<th>2 - 8</th>
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<thead>
<tr>
<th>Objective</th>
<th>Students will write a 4-measure name rap within the specified structure and create a rhythmic backing to accompany themselves</th>
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| USA Music Education Standards | 1. Singing alone and with others, a varied repertoire  
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<td></td>
<td>4. Composing and arranging music within specified guidelines</td>
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| Australian Music Curriculum Standards | 4.3 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume  
|---------------------------------------|--------------------------------------------------|
|                                       | 6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience  
|                                       | 8.2 Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music  
|                                       | 8.5 Perform and present a range of music, using techniques and expression appropriate to style |

| Materials/Equipment | Computer, iPad or other tablet device  
|---------------------|--------------------------------------------------|
|                     | Music software, app or website that allows you to create a rhythmic accompaniment  
|                     | Rap structure template  
|                     | Smartphone, iPad, or other tablet to video-record performances (optional) |

<table>
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<tr>
<th>Duration</th>
<th>1-2 lessons</th>
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<tr>
<th>Skills required</th>
<th>Speaking lyrics in time to a beat</th>
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<tr>
<th>Procedure</th>
<th>Part 1: Preparation</th>
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As a group, keep a steady beat using body percussion. Practice saying the name rap over the steady beat - use the samples below or ask students to make up their own.

**Part 2: Write the rap**
Ask students to write a rap using their own name, based on the structure provided below. They can work individually or in pairs (one student can keep a steady beat while the other practices saying their name rap)

**Rap Structure**
Tempo 80-90 BPM

Hey I’m ______ and I like to __________
(in this line, say something about thing you like. The final word in this line should rhyme with the end of line 1)
I like that
Oh yeah, I like that

**Listening:** visit [www.midnightmusic.com.au/namerap](http://www.midnightmusic.com.au/namerap) to listen to an example

**Notation:**

![Rap My Name: I Like That](image)

**Example 1: (by a grade 3 student)**
Hey I’m Josh and I like to sing
It sounds croaky in the morning but I am the king
I like that
Oh yeah, I like that

**Example 2:**
Hey I’m Ava and I like the color blue
It makes me happy, so what you gonna do?
I like that
Oh yeah, I like that
Part 3: Create a rhythmic accompaniment
Using your chosen music software, app or website, create an 8-measure rhythmic accompaniment to go with the rap.

Note: 8 measures of rhythmic accompaniment will give students a two-measure introduction before they start rapping, and a two-measure outro at the end.

Option 1: Desktop software
- Launch your choice of software (such as GarageBand, Mixcraft, Soundation, Soundtrap)
- Set the tempo to approx 80 BPM
- Audition drum loops and select a suitable one to go with the rap
- Drag the loop on to the project area and extend it until it is 8 measures in length

Option 2: GarageBand on iPad
- Open the GarageBand app and create a new song
- Select the Smart Drums
- Choose a drum kit and drag instruments on to the grid to build up a rhythmic pattern
- Press Record and record 8 measures

Option 3: Beatlab
- Visit www.beatlab.com (free online rhythmic step sequencer)
- Set the tempo to Slow
- Build up a rhythmic pattern by clicking on the squares of the step sequencer (it’s a good idea to start with the bass drum on beats 1 and 3 and the snare on beats 2 and 4 and then add other sounds

For other rhythmic accompaniment options, see How To Make A Funky Beat In 30 Seconds

Part 4: Perform the rap
Start the rhythmic accompaniment and after two measures, start saying the rap. There will be a two measure outro at the end.

Video-record the student performances using a Smartphone, iPad or other tablet or camera.

Extensions
- If your music software/app allows, add an audio track and record the rap part over the backing. Other
instrumental backing parts can be added as well: bass line, keyboard part, strings and so on.

- Older students can create a drum part from scratch using a software instrument: add a drum track, record a 1 or 2 measure loop and then extend the length of the recorded loop to 8 measures
- Notate the rap using stick notation: use pencil and paper, notation software such as Noteflight, Sibelius, Finale or MuseScore, or apps such as NotateMe or Notion (Noteflight is also an excellent choice for iPads and other tablets).

| Evaluation | The students can successfully perform their name rap over the top of their rhythmic accompaniment. |

Other resources
For more information about this lesson plan, see the online version at www.midnightmusic.com.au/namerap.

About
Hello! I’m Katie Wardrobe – a music technology trainer and consultant with a passion for helping music teachers. I’m a qualified teacher (but no, I don’t currently teach in a school) and I run hands-on professional development workshops in Australia and overseas. I also have a series of online courses and digital products that help support music teachers and I have presented at more than 50 conferences and other music education events.

My workshops, courses and presentations focus on easy ways to incorporate technology through a range of creative projects into what you are already doing in your music curriculum. I write regularly on my blog and focus on practical ideas and resources that can be used in the classroom or teaching studio.

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Free Music Tech Lesson Plan

CLAPPING MUSIC
how to use the free iPad app
# Music Tech Lesson Plan

## 02 Clapping Music
Perform Steve Reich’s Clapping Music with the help of the Clapping Music app.

<table>
<thead>
<tr>
<th>Grade level</th>
<th>5-12</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Students will develop the ability to read rhythms accurately and play in time.</td>
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**USA Music Education Standards**
- 2. Performing on instruments, alone and with others, a varied repertoire of music
- 9. Understanding music in relation to history and culture

**Australian Music Curriculum Standards**
- 6.2 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community
- 6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience
- 8.5 Perform and present a range of music, using techniques and expression appropriate to style
- 8.6 Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music

**Materials/Equipment**
- Single or multiple iPads
- Metronome or metronome app
- Data projector & speakers
- Clapping Music app by Touchpress (free)
- PDF copy of the 12 clapping patterns (see below)

<table>
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<tr>
<th>Duration</th>
<th>One lesson (could be extended to a 2-3 lesson unit)</th>
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<tr>
<td><strong>Skills required</strong></td>
<td>Clapping rhythms in time to a steady beat.</td>
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</table>

**Procedure**

**Step 1:** Learn the basic rhythm (pattern 1). Show the students the Pattern 1 slide. Teach them the rhythm and clap it as a group, very slowly at first, increasing the speed gradually. It’s a good idea to use a metronome (or for you to keep a steady beat on a drum) while the students clap.
Step 2: Learn pattern 2. Show the students the Pattern 2 slide. Teach them the rhythm and clap it as a group, very slowly at first, increasing the speed gradually.

Step 3: Open the Clapping Music app (display it on your data projector), tap on **Tap To Play** and tap **Practice Mode**. Tap **Settings** (the cog at the top right of the screen), scroll down and slide the **Tempo slider** all the way to the left). Under **Transitions**, select the number of times you would like each rhythm to repeat before it switches to a different pattern (I would suggest starting with a number between 5-10). Tap the arrow at the top right to return to the list of Practice Mode Patterns and select **Pattern 01 and Pattern 02** (leave the others unchecked). If you remember and have time, it’s a good idea to set up these parameters ahead of class so you don’t need to do it while the students are waiting.

Step 4: Get the students ready to play! Tap **Play** at the bottom of the Practice Mode screen. The app will perform Pattern 1 once as an introduction and then the students can clap the rhythm that is displayed on the screen. After 5 repetitions (or more if you chose a higher number), the pattern will change [note: you don’t “need” to have anyone tapping on the iPad screen when you’re in Practice Mode - you can just leave the app to do its own thing while the students watch it on the data projector].

Step 5: When the students are comfortable playing pattern 1 and 2, divide them into two groups and have the first group clap pattern 1 while the second group start performing pattern 1, switches to pattern 2 and then back again to pattern 1. Then swap the groups over.

Step 6: You can continue to learn each pattern in the same way - there are 12 patterns in total - using the slide image to learn the pattern and then using the app to perform it. In Practice Mode, try different combinations of patterns (you can have as few or as many patterns as you like). When the students can play the patterns accurately, challenge them by increasing the tempo.

Step 7: If you have enough iPads for the students to use, let them have a go at Easy, Medium or Hard “performance” mode. These are much more difficult and involve all 12 patterns. Note that if you use shared iPads, you can set up more than one user in the Clapping Music app which will allow students to keep track of their own personal progress. You could even run a little “Clapping Music Competition” :)
Extensions

- Individual game play: if students have access to iPads (one each or one per 2-3 students) they can play the “proper” game in Easy mode. They can then move on to Medium and Hard modes when ready
- Have students compose their own clapping piece

Evaluation

Students can play the Clapping Music rhythms accurately in time to the app or a metronome (if using the app, Practice mode will assess accuracy for you) and/or they can perform contrasting patterns simultaneously.

Follow-up

We No Speak Americano ft. Cleary & Harding
https://www.youtube.com/watch?v=iANRO3I30nM

I’ll Think Of You (clapping as an accompaniment)
https://www.youtube.com/watch?v=QZpGe5rNJkI

Hand clap skit (warning: the applause at the end is very loud!)
https://www.youtube.com/watch?v=lDvlo_LRIZ4

Other resources

For more information about this lesson plan, see the online version at www,midnightmusic.com.au/clappingmusic

About

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Clapping Music
Steve Reich
Pattern 1
Pattern 2
Pattern 3
Pattern 4
Pattern 6
Pattern 7
Pattern 8
Pattern 9
Pattern 12
Pattern 1
EXPLORE RHYTHM AND METER WITH THE CHROME MUSIC LAB
# Music Tech Lesson Plan

## 03 Chrome Music Lab: Rhythm
Compose and play rhythms in different meters

<table>
<thead>
<tr>
<th>Grade level</th>
<th>3-8</th>
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<table>
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<tr>
<th>Objective</th>
<th>Students will compose and play rhythms in time meters of 3, 4, 5 and 6</th>
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<table>
<thead>
<tr>
<th>USA Music Education Standards</th>
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<tbody>
<tr>
<td>● 2. Performing on instruments, alone and with others, a varied repertoire of music</td>
<td></td>
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<tr>
<td>● 4. Composing and arranging music within specified guidelines.</td>
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<tr>
<td>● 5. Reading and notating music</td>
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<table>
<thead>
<tr>
<th>Australian Music Curriculum Standards</th>
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<tbody>
<tr>
<td>● 4.1 Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm pattern</td>
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<tr>
<td>● 4.3 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume</td>
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<tr>
<td>● 6.2 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community</td>
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<td>● 6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience</td>
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<tr>
<td>● 8.4 Structure compositions by combining and manipulating the elements of music using notation</td>
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<tr>
<td>● 8.5 Perform and present a range of music, using techniques and expression appropriate to style</td>
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<table>
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<tr>
<th>Materials/Equipment</th>
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<tbody>
<tr>
<td>● Single or multiple computers, iPads or Android devices</td>
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<tr>
<td>● Data projector &amp; speakers</td>
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<tr>
<td>● Chrome Music Lab Rhythm site</td>
<td><a href="https://musiclab.chromeexperiments.com/Rhythm">https://musiclab.chromeexperiments.com/Rhythm</a></td>
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<tr>
<td>● Printed copies of the worksheet</td>
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<th>Duration</th>
<th>1-2 lessons</th>
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### Skills required

- To be able to play simple rhythms in a variety of meters
- Basic music notation skills

### Chrome Music Lab Rhythm resource: instructions

When you first visit the [Chrome Music Lab Rhythm resource](https://musiclab.chromeexperiments.com/Rhythm), you will see the first of four different options for meter: the 3 meter option. Press **Play** and then click on the grid at the bottom to create a rhythm. The arrow shown next to the on-screen players allows you to move to a different meter (and different set of instruments).

### Procedure

**NOTE:** The instructions below suit younger students, but you could run the same activity with older students. Move more quickly through the steps (or omit some). There are also extension options below.

#### Part 1: Compose and perform a rhythm in a 3 meter as a class

Visit [https://musiclab.chromeexperiments.com/Rhythm](https://musiclab.chromeexperiments.com/Rhythm) on the teacher computer which is displayed on a data projector for the class

- Select the first rhythm screen option (3 meter)
  - Create a simple rhythm **that uses one sound at a time** by clicking on the grid at the bottom (having one sound at a time will make it easier to perform the rhythm later on). Click on the **Play** button
  - Ask the students to listen (and look!): what are the 3 instruments that are playing? 2 drums and a triangle. What type of drums are they? Timpani
  - Ask students to identify the meter. Tell them: each vertical line on the grid shows you where the beat is. How many beats are there in this pattern?
  - Ask students to identify which instruments are playing the low, middle and high sounds (in order from lowest to highest: low timpani, high timpani and triangle)
  - As a class, choose 3 body percussion sounds that could match the low, middle and high sounds that are being played on the screen (for instance: stamp, thigh slap and clap)
  - Using the low body percussion sound (stamp), play the rhythm shown on the screen for the low timpani
• Using the middle body percussion sound (thigh slap), play the rhythm shown on the screen for the high timpani

• Using the high body percussion sound (clap), play the rhythm shown on the screen for the triangle

• Divide the class into 3 groups and have each one play a different part. Have the class perform all 3 parts simultaneously

• Challenge! Can the students play all three parts by themselves?

• Ask students to come up to create a new rhythm on the grid. Perform the rhythm as a class

• Perform the rhythms using untuned percussion instruments instead of body percussion

Part 2: Compose and perform a rhythm in meters of 4, 5 or 6 as a class

• Repeat the same steps with one or all of the other meter options - 4, 5 or 6

Part 3: Compose and perform rhythms in small groups

After students have done the above activity as a class, they can split up into small groups (3 or 6 students per group works well) to compose and perform their own rhythms

• Assign a specific meter to each group or ask the students to choose one

• Using the printable worksheet that is provided with this lesson, ask the students to fill in the names of the instruments on the left side and the time signature

• As a group, decide the rhythm for each of the 3 instruments and notate the rhythm on the worksheet grid

• If the students have access to laptops, iPads or Android devices they can recreate their rhythmic pattern on the screen

• Each of the 3 students in the group chooses one instrument part to play (2 students per part if working in groups of 6) and practices their part
Play the 3 instrument parts together as a group. If there is an extra student in the group, they can act as the conductor, keeping the beat for the other students

Each group can then perform their pattern for the rest of the class

**Part 4: Notate your rhythm**

Using the stave lines at the bottom of the worksheet, students can notate their rhythms using quarter and eighth notes and rests

**Extensions and alternative options for older students**

If you have access to a drum kit, use the different parts of the kit to recreate the rhythmic pattern

Use beat boxing sounds (mouth sounds) instead of body percussion to create rhythms

Use an online drum machine to recreate rhythms in the 4 meter screen

When performing the patterns in small groups, advanced students can cycle through the 3 parts, reading them in order from top to bottom. Perform the each part 4 times through before switching to the next part. Then reduce the number of repeats.

Change the tempo: while performing the rhythm without the app, speed up the tempo or slow it down (it’s not possible to change the tempo in on-screen app)

Once students have created a rhythm, ask them to identify a song they know that matches the meter. Can they sing the song over the rhythmic accompaniment?

When students have composed and performed rhythms in small groups, see if two groups with different meters (i.e. the 3 meter and the 4 meter) can perform their rhythms simultaneously (!)

**Evaluation**

The students can successfully perform their composed rhythms individually and as a group

The students can notate their composed rhythms on the worksheet grid and on the notation stave lines
Chrome Music Lab: Rhythm #1

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<th>INSTRUMENTS:</th>
<th>YOUR RHYTHM:</th>
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Chrome Music Lab: Rhythm #2

INSTRUMENTS:  

YOUR RHYTHM:

INSTRUMENTS:  

YOUR RHYTHM:

INSTRUMENTS:  

YOUR RHYTHM:

INSTRUMENTS:  

YOUR RHYTHM:
Chrome Music Lab: Rhythm #3

INSTRUMENTS:  YOUR RHYTHM:

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INSTRUMENTS:  YOUR RHYTHM:

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Chrome Music Lab: Rhythm #4

INSTRUMENTS:   YOUR RHYTHM:

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INSTRUMENTS:   YOUR RHYTHM:

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