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How To Use This Book

THE THINK, PLAN, ASSEMBLE & PRODUCE OVERVIEW

The T.P.A.P. lesson plans are the basis for creating this book.

- The **Think** and **Plan** word lessons are designed as language arts tools that will assist the student with the creation of an original project.
- The **Plan** music lessons are designed to partner music with words (lyrics).
- The **Assemble** lessons are designed to integrate loop-based music software (technology) with music and words (lyrics).
- The **Produce** lessons are designed to arrange music and to prepare the students to record their voices using software (technology).

Note: The Assemble and Produce lessons are designed to be used with loop-based music creation software of the teacher's choice. Refer to the Technology Basics for an overview of loop-based music creation software.

The students will be engaged in a fun, exciting, and positive learning experience. The interactive lessons combine words (language arts), music (arranging & composing), and technology as an effective approach for developing deployable skills. The goal/final product is an original work of art in the form of a song created, written, composed, recorded, and produced by the students.

Please note for the purposes of the T.P.A.P. lessons the term “student” is used for any person who participates in creating an original song with words & music through the material presented in this book.

The feedback I have received from educators and students can be summed up as the following:

- Let the students “participate,” being positive social interaction.
- Let the students “do it,” being the task at hand.
- Let the students “create,” being critical thinking.
- Let the students “express themselves,” being personal writing through language arts.

If the concept of words, music, and technology is new to you and/or your organization it is recommended to follow the order of the lesson plans as a step-by-step process. The lessons are organized in an easy to follow approach beginning with listening to the Model Behavior Song examples composed by various ages of students. I encourage the experienced educator to use any section of this book that will best serve your students and/or organization.

MODEL BEHAVIOR SONGS

The Model Behavior Songs are listening and lyric examples composed by primary, intermediate, middle and high school students. These exemplify what can be accomplished with words, music, and technology. Each group or class of composers used the T.P.A.P. lesson plans to create and produce their respective original projects. The examples represent a variety of musical styles that include: Classical, Native American, Pop, Rap, Rock, Hip Hop and Gospel among others. The writing styles include: spoken poetry, contemporary song-styles, a radio commercial/PSA (Public Service Announcement), comedy skit, classroom themes, school wide themes, and large to small group songs.

The Listening Examples are on the Loop Library CD. The Songs can be accessed by clicking on the folder labeled Mr. Zig's Loop Library, then by clicking on the folder labeled Model Behavior Songs.

Note: The Loop Library CD is formatted to be used with loop-based music software. It is not formatted to play on a standard CD player but can be played via a computer's media player (Ex: Windows Media Player). The computer will recognize the loops as .wav files.

All Model Behavior Songs Used By Permission.

OUR TIME

It's your boy Treytan, and I'm bringing the heat
See, you know me, I got to represent my streets for my peeps

This is our time *(repeat 6 times)*

Who them boys you all see creeping around the city
It's them super throwed cousins so you all better get ready
Because we patiently waiting for our time to shine

This is our time *(repeat 6 times)*

I'm like that boy Boosie, I got to grind to get mine I got to shine
It takes time to get a dime I will haunt you and have you communicating
Like a mine cause this is our time

This is our time *(repeat 6 times)*

This is your girl Marietta and I stay with that Cheddar
Doing it better because I'm so fine, looking something like a dime
You better have it on your mind, because I'm working with that iron

This is our time *(repeat 6 times)*

.....

Grade level: Middle School

Song Style: Rap/Hip Hop

Group Size: Small Group, five members

.....

Overview:

This song is in the style of contemporary Hip Hop composed by a group of five Middle School students. The three male students chose to “rap” their own individual verses. One of the two female students created a melody and sang the repetitive Chorus (hook), which represents a memorable melody. The other female student “rapped” the last verse. The last verse has a slightly altered drum loop to give variation to the song.

The song form is ABABABAB or Rap 1 (Verse 1), CH, Rap 2 (Verse 2), Rap 3 (Verse 3), CH, Rap 4 (Verse 4), CH.

Teaching Suggestions:

The Chorus was recorded, then cut and pasted into the appropriate measures within the workshop following the song form. This is a common time saving recording technique instead of recording the same part over again. Each of the students who chose to “rap,” recorded their short rhymes as one complete phrase.

The song was completed in a total of five class sessions.

WRITING TOOLS – WHO, WHAT, WHY, WHEN, WHERE & HOW

This lesson will assist students with shaping their words (lyrics) into a song. This could be one of many processes used by a writer/composer to help shape his or her thoughts into a story or song.

Note: For the purposes of this book, a “song” includes any of the types of writing from the Think-Brainstorming the Idea Bank lesson.

TIP ➔ This step can be thought of as the traditional language arts tool of pre-writing.

Time: One class session depending on the grade/age level

Connections: Language arts pre-writing, ideas that communicate, creating, listening, responding, reading, spelling, teamwork

Materials: Reproducible worksheets, paper and pencil

National Standards for Music Education: Standard 8: Understanding relationships with other disciplines—language arts

Preparation: Copy and distribute the reproducible grade appropriate worksheets.

Activity Development:

Writing tools

- Have the students use their theme/ idea along with their information from the idea/word bank and answer the following questions using; who, what, why, when, where, and how writing tools.
- The extensions of each writing tool question are examples to assist the students with the process. Begin each extension with the proper writing tool question. Use any additional extensions that will assist your students.
- Remind the students that their theme/ideas and extensions will be partnered with music.

TIP ➔ Suggest to the students to be very descriptive for each writing tool question.

- Have them think of making a video, TV commercial, or movie that would go along with their theme/idea, and have them describe what they see. Have them think of engaging the listener's visual imagination by seeing something through their senses and intellect.

Writing Tool questions	Examples of possible extension of each question:
Who	is the song about? is it a person, people, place, or thing?
What	happens in the song? is this an event? is this a situation?
Why	does something happen, is there a reason? occasion, celebration, ceremony? recreation? entertainment?
When	does something happen or take place? daytime, nighttime, week, month, year, present, past, future?
Where	does something happen? in someone's home, in a building?
How	does all this happen? Are there specific details? Are there sensory details such as colors, smells, scenery, emotions?

FUN FACTS The Doctrine of Affection during the Baroque Period (1600–1750) vividly mirrored words with music that were built on a single affection (emotion) such as joy, anger, love, fear, happiness or sadness.