BRAINworks
OFFICIAL CURRICULUM

Grade: 6
Subjects: Music and Digital Literacy & Computer Science
Musical Self-Portrait

Lesson Overview	
	Prior to this lesson, students will have instruction on how to use a free, web based digital audio workstation called Soundation. After learning about movements of music, students will use Soundation to create a three-movement musical composition that reflects who they are as a person. Students will take into account personality traits, relationship roles, and activities when considering the question: *how can someone depict themselves accurately?* The resulting musical composition will be called a "musical self-portrait."
How the Arts Improve this Lesson	In the modern world, it is difficult not to see the influence of technology everywhere. In this lesson, students will merge digital technology with the more traditional art form of musical composition. In doing so, they gain an appreciation for how new, digital developments can improve-- but still respect the value of-- traditional arts. Some students are more comfortable with music and other art forms than with digital technology, and others have the inverse experience. Either way, this lesson provides an accessible pathway for students to explore while capitalizing on their comfort level. Because this lesson's content is student-driven, meaning that students are not expected to produce a replica of a teacher's example, but rather make their own choices about how they want their final product to turn out, students will enjoy taking an active role in their learning. Students will take a deeper look at who they are, and which sounds, tempos, and instruments reflect their identities. This will give them a personal connection to their project.
Assessment of Student Learning	

Massachusetts Learning Standards	Evidence	Collection Strategy
Grades 5-6. Music. Creating. 1. Generate and conceptualize artistic ideas and work. Generate	Student will participate in brainstorming activities and discussions to demonstrate	Teacher will assess Completed packets

	interdisciplinary musical ideas using a variety of non-traditional sound sources (e.g., found sounds, digital technology, unusual voices). 5-6.M.1	understanding of academic vocabulary (including musical composition, tempo, and pitch) in order to begin generating and conceptualizing artistic ideas. Student will complete packet to: -generate ideas about how Musical Self-Portrait can connect to interdisciplinary ideas, specifically self-identity; -Reflect on Musical Self-Portrait to show understanding of connection between elements of music (tempo, pitch, etc.) and personal qualities. Student will use digital technology (Soundation) to create a Musical Self-Portrait that is at least 50 measures long, contains three movements, includes fade in/out, is not repetitious, and has no random gaps.	Teacher will listen and observe students as they work as a formative assessment Teacher will assess submitted Musical Compositions/Musical Self-Portraits
	Grades 6-8. Digital Literacy & Computer Science. Digital Tools and Collaboration. 4. Individually and collaboratively, use advanced tools to design and create online content (e.g., digital portfolio,	Student will individually use digital technology tools on Soundation to create and compose the Musical Self-portrait.	Teacher will listen and observe students as they work as a formative assessment Teacher will assess submitted Musical Compositions/Musical Self-Portraits

	multimedia, blog, webpage). 6-8.DTC.a		
Essential Questions	● What role does digital technology have in creating art? ● How can music communicate a person's identity?		
Enduring Understandings	● An authentic self-portrait reveals elements of who we are in a meaningful and impactful way. ● Technology can be used to create music.		
Materials and Needs	pencils paper 1:1 computers Soundation (or another digital audio workstation, like GarageBand or Audacity) overhead projector whiteboard or screen for projection Teacher examples of Musical Self-Portrait and brainstorm Vocabulary cards/posters reflecting standards-based definitions of terms idea journal		
Advancing Vocabulary	composition/compose download fade in fade out measure movement		

	pitch reflect self-portrait sound loop tempo upload
Support & Accommodations Inspired by Universal Design for Learning	• Students can focus on one or two movements instead of three • Students can be assigned a Peer Buddy to help focus ideas • Students may present to the teacher privately rather than to whole class • Vocabulary terms will be posted around the room, and students will be provided with a word bank, as needed • Sound samples will be available for students to mix and match if they are unable to create their own
Lesson Plan Progression Details	Introduction: • As a whole group, the class discusses: *What is a self-portrait?* Teacher asks guiding questions, such as, "Where have you heard that word before? Do you know of anything similar to a self-portrait or another form of it?" (**DOK 2- students define, describe, and and explain)** • Teacher shares an example of how to brainstorm reflecting who he/she/they are in various aspects of his/her/their life, such as work, family, social, etc. (See an example in Appendix.) • Students will have 10 to 15 minutes to complete a brainstorm on part one of the worksheet (in Appendix), reflecting on who they are in various facets of their life. (**DOK 1- students generate lists of various aspects of their identities**) Teacher Demonstration: • Teacher models for the whole class how to connect the characteristics and aspects of the personality with musical qualities. For example: "I am quiet and shy, so that can be represented by a slow, soft, high-pitched sound. I'm an athlete, so I may want to use fast-paced, upbeat sounds, and maybe have a crowd cheering in the background." Ask the class to discuss this example, using guiding questions such

as, "Do these choices make sense? Why or why not? What other music/sound-related options might I incorporate instead, and why?" **(DOK 3- students assess, determine meaning, and support opinions with logical evidence)**

Think/Pair/Share:
- Students quietly brainstorm musical qualities and sounds that support the character traits they identified in their initial brainstorming session. They record these ideas in their packet. The teacher encourages students to have at least three sound qualities listed for each of their characteristics. **(DOK 2- students relate ideas and explore possible connections)**

- Students break into pairs or groups of three to share the qualities they have written and which musical sounds they assigned to those qualities. Peers collaborate and support each other with feedback and by offering suggestions backed up by reasoning. **(DOK 3- students critique, reflect, and support opinions with logical evidence)**

Direct Instruction:
- As a whole class the teacher reviews the requirements for the compositions, focusing specifically on the new concept of a "movement." A movement is a piece of music that can be performed on its own but is part of a larger composition. (See Appendix for criteria and grading rubric.)

Independent Creation Time:
- Students begin their independent projects by going to computers, opening Soundation, and selecting sounds reflecting each "movement" of their self-portrait. The teacher circulates the classroom to encourage, guide, and make suggestions, as needed. The teacher can also remind students of available supports, such as the sound clips that are already available. **(DOK 4- students design, self-monitor, create a tangible product, and transfer knowledge into a new form)**

- In addition to the teacher circulating the room, students are encouraged to check-in with each other and help each other out. **(DOK 3- students collaboratively problem-solve and critique)**

Reflection:

	● Once students have compiled and saved their compositions, they will complete the reflection in "Step 3" of their packet (in Appendix) where they reflect on their artistic choices. *What does each movement represent and why did they choose it?* This will help them collect their thoughts for their presentation. **(DOK 3- students self-assess and provide evidence to support choices)** Presentations: ● Teacher reminds students of proper audience behavior. When students are acting as the audience, they will follow the "curtains down" and "curtains up" directives. This means that when the presenting student says, "curtains down," the audience members close their eyes. This gives the student time to set up and organize her/his/their thoughts. When the presenting student says, "curtains up," the audience members open their eyes. ● Students present their compositions to the whole group. Then, they share out the reflection part of their worksheet. Audience members are encouraged to provide specific feedback. **(DOK 3- students explain with reasoning)** Extension Activities: ● Students can add a visual artwork or a written self-portrait (poem, story, drawing, collage) to accompany the musical composition. Family Engagement Ideas: ● Families could be asked to help in the brainstorming process. ● Students can upload their musical compositions to a sharing platform to share with their families.
Resources	*Make music online*. (n.d.). Soundation. Retrieved January 13, 2021, from https://soundation.com/ Riley, S. (2017, July 1). *Elements of art anchor charts*. Institute for arts integration and STEAM. https://artsintegration.com/2017/07/01/elements-art-anchor-charts/

Appendix

<div align="center">

Definition of self-portrait:
a portrait of oneself done by oneself

</div>

A self-portrait involves looking deeply into who you are and conveying that through an artistic medium, like a painting, dance, piece of writing, or musical composition. Your task for your final assignment is to create a self-portrait of yourself through music.

Step 1: Take a deeper look at who you are. Brainstorm by writing down as many things as you can think of that define you in all areas of your life. Below is an example from a teacher:

Teacher's sample Brainstorm:

Relationship roles: I am a mother, sister, daughter, wife, friend, cousin, granddaughter, teacher, student, mentor, leader, performer.

Activity roles and career (or future dreams): I am a singer, musician, artist, swimmer, swim instructor, a dancer, an actor, a teacher.

Hobbies and likes: I love to read, hike, take long walks.

Personality traits: I am emotional, caring, stubborn, smart, kind, creative, opinionated, a good listener, sensitive, motivative, active, sarcastic. I have a big heart.

Your Brainstorm:

Step 2: Create your self-portrait in Soundations

Requirements:
- Three movements or sections to the composition/song to represent three parts of who you are- 10 pts for each
  - Example: My 1st movement may be calm with nature sounds to represent my love for the woods. Movement 2 may be energetic for when I work with kids, and Movement 3 may be a lullaby because I'm a mom.

- 50 measures in length- 1pt for each measure
- Fade in or out (make sure there is a defined ending)- 5 pts
- Diversity- It should not be the same thing for 50 measures!- 10 pts
- Fit- The sound loops you pick should fit together- 2.5 pts
- No random gaps in sound- 2.5 pts

Step 3: Reflect

A.) What aspect of your identity are you representing in each movement?
Movement 1-

Movement 2-

Movement 3-

B.) Why did you choose each of these characteristics or qualities?

Movement 1-

Movement 2-

Movement 3-

C.) Which sounds, pitches, tempos, etc., did you choose to represent those parts of you?

Movement 1-

Movement 2-

Movement 3-

D.) How do those musical choices (in "C" above) connect to your answers to A?
Movement 1-

Movement 2-

Movement 3-

Plan written by Staci Lazzari
Plan edited by BRAINworks Curriculum Review Committee
Stamp design by AGRAND.ie