**Lesson Plan**

**Lesson Title**

Producing the Sounds of SMILE

**Overview**

Use the cutting-edge concepts of music technology to collect sound data, make instruments, and create a SMILE soundscape. This Is a 2 club meeting hands-on activity that end with students performing a 75-second soundscape using instruments they make. This activity highlights the technology field of Music Production and its connection to OSU’s Music Technology and production program.

**Interested in learning more**

At Oregon State University the music technology and production program focuses on providing students with the multidisciplinary skill set necessary to navigate today's music industry. Courses are rooted in performance, creation, technical operation, and interdisciplinary collaboration involving music technology. Students get hands-on experience with the latest industry-standard equipment, collaborate with peers and faculty to create new and innovative music projects, and craft a diverse portfolio with faculty and industry mentors to prepare for a career in the music industry.

[https://liberalarts.oregonstate.edu/svpda/music/academic-programs/ba-and-bs-degrees/music-technology-production#](https://liberalarts.oregonstate.edu/svpda/music/academic-programs/ba-and-bs-degrees/music-technology-production)

Background on Music Production and Technology uses in K12

Fick, J., & Bulgren, C. (2022). Developing 21st-Century Musicianship: Tablet-based Music

Production in the General Music Classroom. Journal of General Music Education, 35(2), 4-12. <https://doi.org/10.1177/10483713211034434>

OSU Music Technology and Production Final projects

<https://youtu.be/2TPWUfSyoFE>

Use Bandlab to record and mix your clubs soundscape

<https://www.bandlab.com/>

Photos in this lesson are credited to Zachry C Pearson

**Preparation**

Review slides and open links to Freesound.org and the video that introduces Soundscapes. Print out enough data sheets for each student. Check for open spaces around your school where students may hear interesting sounds, e.g. playground, parking area, window in your classroom, etc. Students will need to be able to sit and listen to sounds, so check for outdoor covered space too.

**Targeted Grades**

3-6

**Time**

2 - 45min sessions

**NGSS standards**

4-PS4-3.

Waves and Their Applications in Technologies for Information Transfer

SEP

Constructing Explanations and Designing Solutions

PS4.C

Information Technologies and Instrumentation

CC

Patterns

Interdependence of Technology, Engineering, and Society

**Materials**

Markers

General craft supplies

Paper cups

Construction paper

Tape

Rubber bands

Can also use random items to make sounds

**Lesson Objectives**

1. Students will make a soundscape from the information they hear and document at their school.
2. Students will identify patterns in their data, e.g. type of sound, loudness, and sequence of sounds
3. Students will work together to make instruments to use to perform the sounds their hear for their soundscape.

**Guiding Question**

How can I act like a music producer to make our SMILE Soundscape?

**Introduction (slides 1-10)**

Introduce students to the field of Music Technology and Production by playing “What is your favorite?” and then introducting them to what a soundscape is and asking them to listen to a Freesound.org clip and think about what sounds

1. What is your favorite? (slide 1-7)
   1. Artist - relies on people to make their sound good from the studio to the venue
   2. Games - use audio ques to tell players what to do, and cool voice actors
   3. Phone App - new technologies exist every day to play with sound and music (e.g. Bandlab)
   4. Historical sites - provide audio tours so people of differing abilities and interests can immerse themselves in an exhibit, city site, or event.
   5. Live event - concerts, plays, sporting events, tv shows all require folks behind the scenes to make sure what people see is balanced, high quality, and enjoyable.
2. Soundscape example (slide 8-9)
   1. Tell students that they will be acting like music producers to make a SMILE Soundscape.
      1. Ask students if they know what a soundscape is
      2. Tell students you will watch a short video to learn more about soundscapes using an example of a sunny day.
      3. Play video from 0:18 to 1:26. - <https://youtu.be/JE0EBGqMMi4?t=17>
3. What sounds do you hear? (slide 10)
   1. Say - now that you know a little about soundscapes, we are going to use a sound data sheet to collect information about the sounds we hear around our school and classroom.
      1. Play sounds from freesound.org and have students record what they hear.
         1. French Elementary School at Lunch Time - <https://freesound.org/people/kyles/sounds/449965/>
         2. Welsh Elementary School during an assembly - <https://freesound.org/people/odilonmarcenaro/sounds/237022/>
         3. NY City street - <https://freesound.org/people/odilonmarcenaro/sounds/237022/>
   2. Ask students
      1. What did you hear?
      2. Why would people record these sounds?
      3. Have you thought of exploring sounds and music production as a career?

**Part 1 - Making a Soundscape - Listen, Create data, Mix (11-18)**

1. Introduce the activity as making a SMILE Soundscape of the sounds at their school.
   1. They will act out what a music producer would be doing.
   2. Tell students that to recreate the sound they will need to make instruments that make the sounds they heard and they will need to play them to make the soundscape.
2. Activity setup
   1. Select a spot at the school to record data using the sound data sheet.
   2. Have students sit for between 2-5 minutes.
   3. Have students answer the questions on their data sheet and fill mark the needed information.
      1. How did the loudness of the sounds change as you listened to them?
         1. The sounds got louder.
         2. The sounds got quieter.
         3. Some of the sounds got louder and some of the sounds got quieter.
      2. Mark the 4 loudest loudest sounds with a black dot.
      3. Mark the 4 quietest sounds with a pink dot.
      4. What sounds did you hear at the beginning of your sound sit? Mark those with a green dot.
      5. What sound did you hear in the middle of your sound sit? Mark those with a yellow dot
      6. What sounds did you hear at the end of your sound sit? Mark those with a red dot.
   4. Record the student data in the Google sheet.

**Part 2 - Making the Soundscape - Mix, Make, Preform (slide 19-30)**

1. Review the whole class sound data sheet along with the provided PPTs
   1. Tell them they are starting to act like a Producer.
   2. Remind the students that in their last activity, they ended with
      1. Have data from the sounds they heard
      2. Mixed the sounds they have heard by putting them in order, and Identifying the amplitude of each sound (loud/quiet)
   3. Now tell them they will
      1. Make an instrument to create a sound that they heard
   4. After that, they will play their instruments to create the soundscape
2. Performing the Soundscape
   1. Decide on the order of the sounds and follow the provided sequencing for a 75-second soundscape.
   2. OPTIONAL - Record either soundscape and send it to Adam.
3. If you want to record the soundscape you can use a device and email it to Adam.
   1. Please include a description of the sounds
   2. You can also use Bandlab - to further mix your sounds
      1. <https://www.bandlab.com/>
   3. To record.Phone or Computer
   4. Send via email.

**Reflection (slides 30-33)**

1. Ask the students to reflect on what they have just done by acting like a music producer
   1. By acting like Music Producers, what did we do?
   2. What information did our Soundscape communicate about your SMILE environment?
   3. When a music artist released a “re-mix, what do you think that did with that song?

**Lesson at a Glance**

**Introduction (slides 1-10)**

Warmups and Introducing Soundscapes

1. Play What is your favorite? (slide 1-7)
   1. Have students share what their favorite things are and make connections to the field of Music Technology and Production at Oregon State University
2. Watch Soundscape example (slides 8-9)
   1. Tell students that they will be acting like music producers to make a SMILE Soundscape.
   2. Play video from 0:18 to 1:26. - <https://youtu.be/JE0EBGqMMi4?t=17>
3. Play What sounds do you hear? (slide 10)
   1. Play sounds from freesound.org and have students record what they hear.
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   2. Ask students
      1. What did you hear?
      2. Why would people record these sounds?
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**Part 1 - Making a Soundscape - Listen, Create data, Mix (11-18)**

1. Activity setup
   1. Select a spot at the school to record data using the sound data sheet.
   2. Have students sit for between 2-5 minutes.
   3. Have students answer the questions on their data sheet and fill mark the needed information.
   4. Record the student data in the Google sheet.

**Part 2 - Making the Soundscape -Mix, Make, Preform (slide 19-30)**

1. Review the whole class sound data sheet along with the provided PPTs
2. Performing the 75 second Soundscape
3. If you want to record the soundscape you can use a device and email it to Adam.
   1. You can also use Bandlab - to further mix your soundscape
      1. <https://www.bandlab.com/>

**Reflection (slides 30-33)**

1. Ask the students to reflect on what they have just done by acting like a music producer
   1. By acting like Music Producers, what did we do?
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