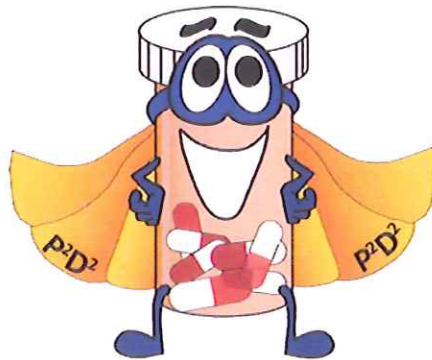


# Music

P<sup>2</sup>D<sup>2</sup>



## **Pontiac Prescription Drug Disposal:**

A Cooperative Program between High School  
Students, Local Officials, and Pharmacies

[www.p2d2program.org](http://www.p2d2program.org)

# Lesson Plan



## Music Theory Lesson - P<sup>2</sup>D<sup>2</sup>

### Project Plans: Creating a Radio Jingle

#### Objectives

*Students will:*

1. Collaborate within the class and offer input to create an effective jingle.
2. Incorporate the use of composition, ear training, music theory, and music technology knowledge and skills, as well as an understanding of how the final musical product will reflect and promote the message or product.
3. Use technology through computer notation and sequencing software.
4. Learn to consider performance by creating melody and harmony vocal lines, and creation of appropriate sound effects and instrumental parts.
5. Gain “real-world” music experience and record tracks in a studio environment.
6. Create a radio jingle to reinforce the goals of the P<sup>2</sup>D<sup>2</sup> Program.

#### Illinois State Goals

**25:** Know the language of the arts:

Students should understand the sensory elements, organizational principles and expressive qualities of the arts. Students will analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

**26:** Through creating and performing, understand how works of art are produced:

Students will understand the processes, traditional tools and modern technologies used in the creation of their work. They will analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas. Students will apply the skills and knowledge necessary to create and perform their jingle. Students will create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

**27:** Understand the role of the arts in civilizations, past and present:

Students will analyze how music functions in history, society and everyday life. They will see how careers in the arts are expanding based on new technologies and societal changes. They will also see how music shapes and reflects ideas, issues or themes.

#### Procedure

1. Students will research the P<sup>2</sup>D<sup>2</sup> project to understand its unique goals and purposes. Students will learn about the methods used to deliver relevant science and stewardship messages. By listening to and discussing real radio jingles, they will gain understanding about the impact the lyrics may have on the listener and the possible musical reasons for this impact.
2. From their own concept of the product and the project, students will create their own lyrics for a thirty-second radio jingle.
3. Students will individually create a melody and lead sheet for the lyrics. These student-created melodies may change or alter the original lyrics, but must maintain the integrity of the message.
4. Students will brainstorm possible tunes from any style of music (classical, jazz, rock, pop, etc) that have already been written that might fit the chosen lyrics.
5. From a recording of the tune selected, students will transcribe all parts to computer music notation in score format. Adaptations to the original in length, timbre, and style

- may be made once the transcription has been created.
6. After assembling all of the potential jingles from all classmates, the class will make the final decision for the chosen jingle (lead sheet) they should continue to pursue. Students will then create in computer notation all appropriate parts necessary for the performance and recording of the jingle. [See the final P<sup>2</sup>D<sup>2</sup> jingles, “Cleaner Water” and “We Love P<sup>2</sup>D<sup>2</sup>” in this publication in the “Sample Student Stewardship Projects to Initiate Action” section.]
  7. Students will rehearse the performance of the vocal and instrumental parts to the music.
  8. Students will use a music sequencing software program to create and record all parts, instrumental and vocal, for the finished product. If a local recording studio is available, students will record to CD the instrumental and vocal tracks.
  9. The jingle will be then tested and feedback drawn from students and adults as to its possible impact and usefulness in a real world situation.

**Developed By: Keith Schmink, Music Department, Pontiac Township High School**