

# Modeling the Music Industry in Our Programs

California Music Educators Conference  
February 2, 2024 - Sacramento, CA

Melissa Nixon  
[Nixon\\_M@4j.lane.edu](mailto:Nixon_M@4j.lane.edu)

Stephen Johnson  
[johnson\\_st@4j.lane.edu](mailto:johnson_st@4j.lane.edu)

## Jobs & Extensions

### 1) Performer

- a) Perform teacher selected music
- b) Perform student self selected or class selected music
- c) Perform music by their classmates/ other classes, grades, schools

### 2) Composer

- a) Create songs
  1. Soundscape
  2. Rhythmic Ostinato Layering
  3. Circle Singing
  4. Chord changes
  5. Foley/ Orchestration
    - Choose a video clip (or have students make one)
    - Have students add sounds to create Foley
    - Have students create a score for the clip
    - Have students choose pre-existing music for the scene (music supervisor)
- b) Write lyrics
  1. One word song
  2. End rhymes (see Music Will resources)
  3. Hip Hop Hamburger (see Music Will resources)
  4. Add words to an existing song (parody)
  5. Retell a story/ explain a character

#### Resources:

- *Music Outside the Lines* by Maud Hickey
- *Musicianship: Composing in Band and Orchestra* edited by Clint Randels and David Stringham
- *Musicianship: Composing in Choir* edited by Jody L Kerchner and Katherine Strand
- *Composition Concepts for Band and Orchestra: Incorporating Creativity in Ensemble Settings* by Alexander Koops and John L. Whitener
- <https://jamzone.musicwill.org/lesson-plans/?instrument=songwriting>
- <https://musicwill.org/Lesson/LittleKidsRock-SongwritingResources.pdf>
- <https://musicwill.org/events/modern-band-summit/2022-presentations/>

**3) Arranger**

- a) Take small parts of other songs and put them together (rhythmic ostinato, soundscapes, circle singing, etc)
- b) Arrange an existing song for new instruments/ voices
- c) Make a playlist for different functions or events

**4) Publicity/Marketing/Media**

- a) Create a poster for the upcoming concert
- b) Design artwork for a classmates song
- c) Design a t-shirt for the music class
- d) Write a press release
- e) Interview the performer(s), composer(s), and/or arranger(s)
- f) Review (document) a song/performance
- g) Document the making of the concert, composition project, etc.
- h) Develop a marketing plan for getting the word out about the performance
  - i) Who do you invite?
  - ii) How do you plan to invite them?
  - iii) What would they want to know/ see?

**5) Stage Manager**

- a) Figure out what is needed for each song/ performance
- b) Create a stage plot for each performer
- c) Change “set” between songs
- d) Prep instruments/music/ stands/ etc

*Additional Music Industry Roles for your Classroom:*

**6) Music Supervisor**

- a) Choose music for specific event

**7) Recording engineer**

- a) Record other people's work
- b) Remix

**8) Producer**

- a) Help refine another person's creation and performance.

**9) Conductor****10) Librarian****11) Instrument Maker/ Repair**

- a) Create instruments
- b) Fix Instruments

**12) Booking Agent**

- a) Plan what groups will get to perform at specific events

**13) What else?*****Modeling the Music Industry in Our Programs***

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## Activities

### Rhythmic Ostinato Layering

*Students create a rhythmic ostinato on their own and then add it to other students' ostinatos to create a more complex piece of music. Can be done by writing a rhythm or by improvising (see circle singing).*

4/4 example:

Write a single beat rhythm in each box below.

Clap and say rhythm

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Extensions:

Add pitches, chords, words, and/or instruments.

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### One Word Song

*Students provide one word at a time to create sentences. Have one student come up with a title to help organize ideas (it rarely ever ends up having anything to do with the title and that is ok)*

1. Version 1
  - a. Go individually by each student to create sentences in real time.
  - b. Once you have your lyrics then have students come up with a way to sing/ say it. Encourage repetition of certain phrases
  - c. Allow students to rewrite things if desired (but only small chunks) or have them pick 5 words or a sentence to write their own song with.
  - d. Can be combined with choosing a chord progression/ backing track.
  
2. Version 2
  - a. Write a word on a card. Write a pentatonic solfege on the card. Write long or short.
  - b. Pass out cards to a group and have them arrange the words into a song. Allow for the addition of words to fill out the song (or don't)

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**Soundscape:**

*Create a piece of music using distinct sounds that depicts some sort of theme. Students choose at least 4 sounds to be performed continuously as directed by a conductor. The conductor either determines the order that sounds come in or follow the given order of the composer. The conductor is responsible for entrances, dynamics, and cut offs.*

Theme you are depicting:

Sounds (you need at least 4 with descriptions of how to perform them):

Order (when will the sounds start or stop):

**Circle Singing**

*“Circle Singing” is a traditional method of music making recently popularized by Bobby McFerrin.*

1. Break off into groups (voice types and/or instruments)
2. One person/group creates a vocal ostinato using scat/nonsense syllables
3. Other persons/groups create vocal ostinatos which compliment the first one
4. An “arranger” directs the whole group and plays with the dynamics of the various parts
5. Lets try it with instruments too!
  - a. This is a GREAT “imitation” activity for your students!

**Playlist**

*Students create a playlist for different functions or events. Students must be able to explain why they chose the songs they chose.*

Examples of school functions:

- School Dance
- Promotion
- Birthday Party
- School Opening
- Football Game
- Spirit Day

● Examples of life events:

- Birthday
- Graduation/Promotion
- Wedding
- Break Up
- Funeral

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## Poster/ Album Art

Create a poster or album art to accompany an upcoming performance, performer, or song. Art can be made independently from musical artists/groups or in collaboration with them.

### Poster:

- Include (or leave space for) relevant information such as:
- Name of Performer
- Date and time of performance/ release
- Location of performance/ release
- Cost of tickets

### Album Art:

- Include relevant information such as:
- Name of performer/ Group
- Name of Album/ Song

Sample questions to help when collaborating with musical performer:

- Did you have any thoughts about what visuals should be included?
- What are some of your favorite pieces of album art/ posters?
- What made you create the song the way you did?
- Do you want photos or drawings?
- Do you have any favorite colors you would want included?

## Interview

Interview a person to have them share about their process. Interview answers can then be put into paragraph form to write about a piece or work or an individual person. Answers can also be used to help fill in press releases or concert announcements.

- 1) Composer:
  - Why did they make the choices they made?
  - What was the inspiration?
  -
- 2) Performer:
  - What is your favorite piece?
  - What was the most difficult part?
  - How long have you been performing/ playing?
- 3) Visual Artist:
  - Why did they make the choices they made?
  - What was the inspiration?

Other Questions:

Put answers in paragraph form:

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## Press Release

Create an official statement that will be shared with the public (parents, teachers, administrators, the media). Answer the following questions and then put it into paragraph form.

- *What is happening?*
- *When is it happening?*
- *Where is it happening?*
- *Is there a cost involved?*
- *Who is Involved?*
- *Have they done anything else previously that is notable*

Put in in paragraph form:

Example:

King Mufasa and Queen Sarabi are proud to present their first born son Simba. The King and Queen will be presenting Simba for the entire kingdom on Friday June 15 at Pride Rock. The event is open to the public and is free to attend.

King Mufasa and Queen Sarabi are the rulers of the Pridelands and this is their first child.

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## Liner Notes

*Liner notes are artist created notes about their project. It can be facts or anecdotes. The notes are usually included in the packaging of a physical release but can be included as a separate document or on artwork. Behind the scenes pictures or pictures of production can also be included.*

1. Information about the creation of the project:
  - a. Who created the project?
  - b. How was the project created? (who played which instruments, who wrote the music, who wrote the lyrics)
  - c. When was the project created/recorded?
2. Information pertaining to the project:
  - a. background story, inspiration, thoughts, etc.
3. Any appreciation to those who supported you in the creation of your project.

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## Concert Announcers/ M.C. Script

*Script for speakers at a concert. Can be for individual works that will be performed and/or for an MC who is hosting the event.*

Information:

- Who is performing?
- What songs are being performed?
- What are a few interesting pieces of information about the performers or pieces of music (narrow down to 1 or 2 depending on time)?
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
- What are some logistical pieces of information that the audience needs to know (etiquette, bathrooms, where to collect students after performance, where snacks are, etc.)
- What is the event?
- Who needs to be thanked (teachers, school administrators, school board, accompanist, volunteers, parents)?
- Other information to be shared?

Put into a paragraph:

Example:

Good evening distinguished guests! I am your host Zazu. Our first act tonight is Timon & Pumba performing “Luau! (The Hula Song)”. This was originally performed as a diversion for Scar, but is now a cult classic! Enjoy!

*\*After the performance\**

Thank you all for your amazing energy!

Tips for Introducing an act:

- Greet your audience
- Introduce yourself as Host/M.C. (If you are introducing yourself as the performing, then skip this)
- Introduce the performer(s) and number(s) they are performing. Feel free to add any pertinent information about the performance/performers at this time.
- Maintain your composure!
- Thank your audience for listening.

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**Stage Plot - Create a stage plot and plan for setting up and transitioning performers/groups.**

Name of Performers/Group:

Songs:

Equipment:

Number of performers:

# of Microphones needed:

# of Music stands needed:

# of Chairs needed:

What instruments besides voice need mics?

In the space below draw and label the following:

- Where the group will enter/ exit
- Where equipment will be set up and whose equipment it will be
- The location music stands, chairs, and microphones
- Where power is locate

Front of Stage

Key

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Use circles to represent the drum kit</li> <li>2. Use circles with an X inside to represent microphones</li> <li>3. Use rectangles to represent amplifiers</li> </ol> | <ol style="list-style-type: none"> <li>4. Use triangles to represent speakers</li> <li>5. Draw or doodle things like keyboards, guitars or basses (or simply label them)</li> </ol> |
|---|---|

Free Online Stage Plots:

<https://www.bossradioatx.com/stage-plot-designer/>

<https://tecrider.com/>

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**Ingredient Group Cards:**

*Each group is a color and each ingredient has a specific task. Salsa can be used as an overflow.*

**TORTILLA****MEAT****CHEESE****LETTUCE****TOMATO****ONION**

**SALSA**

**SALSA**

**SALSA**

**SALSA**

**SALSA**

**SALSA**

# Slideshow Presentation

