Electronica Origins
Meets National Core Arts Anchor Standards 2, 5, 7, 9, and 11

OBJECTIVES
- Organize and develop artistic ideas and work (*Cr2*)
- Develop and refine artistic work for artistic presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (*Cn11*)

MATERIALS
- *Music Alive!* magazines (February 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (**download at *musicalive.com***)
- Computer or mobile device with Internet access
- Classroom instruments
- Notation software and DAWs (digital audio workstations) (optional)

START
1. **Have the students read** "Electronica Origins" on pages 6-9 before reviewing the words below. **[This reinforces comprehension and vocabulary.]**

TRANSCENDS—rises above
FORMATIVE—relating to growth
MILIEU—social environment
SALVAGE—act of recovering something
DISCORD—harsh combination

DEVELOP
▶ **1. Play** "Looking for the Perfect Beat" by Afrika Bambaataa (Hear the Music **track 2** on ***musicalive.com***).

ASK
• **Do the instruments sound real or synthesized?** (Synthesized.)
• **What's the time signature?** (4/4.)
• **What's the tempo?** (Moderate, a good beat for dancing.)
• **Is the key signature major or minor?** (Minor—E minor.)
• **How many sharps or flats are there in E minor?** (One sharp, F♯.)
• **Is there a chord progression?** (Not really; it's more like one long E minor chord.)
• **What genre do you think this is an early example of?** (Hip-hop.)
• **Based on your reading, who do you think this is?** (Afrika Bambaataa.)
• **What do you like or not like about it?** (Subjective.)

▶ **2. Play** "On and On" by Jesse Saunders (Hear the Music **track 3** on ***musicalive.com***).

ASK
• **Do the instruments sound real or synthesized?** (Synthesized.)
• **What's the time signature?** (4/4.)

• **How would you describe the tempo?** (A moderate dance beat.)
• **Is the key signature major or minor?** (Minor—C minor.)
• **How many sharps or flats are there in C minor?** (Three flats: B♭, E♭, and A♭.)
• **Is there a chord progression?** (None to speak of—like the previous selection, one chord [Cm] is implied throughout.)
• **Are the lyrics spoken or sung?** (Spoken.)
Based on your reading, can you identify the song and performer? ("On and On" by Jesse Saunders.)
• **Of what genre is this considered the first example?** (House.)
• **What do you like or not like about this track?** (Subjective.)

▶ **3. Play** "Alleys of Your Mind" by Juan Atkins (Hear the Music **track 4** at ***musicalive.com***).

ASK
• **Do the instruments sound real or synthesized?** (Synthesized.)
• **What's the time signature?** (4/4.)
• **How would you describe the tempo?** (Moderate dance tempo.)
• **Is the key signature major or minor?** (Minor—A minor.)
• **What sharps or flats are there in A minor?** (None.)
• **Is there a chord progression?** (Unlike the other songs, this song has two chords—the i [Am] and the iv [Dm].)
• **Are the lyrics spoken or sung?** (Spoken.)
• **Based on your reading, can you identify the song and performer?** ("Alleys of Your Mind" by Juan Atkins.)
• **Of what movement is this considered a defining track?** (Detroit techno.)
• **Which of these three tracks do you prefer, and why?** (Subjective.)

CLOSE
Hand out sheets of the staff paper worksheet, or use notation software. Have the students compose their own dance songs, but for classroom instruments. Restrict them to using one chord and creating melodies within that chord. The tempo should be danceable like the listening selections. If they'd like, the students can add lyrics to their songs. After they've completed their compositions, have the students present them to the class. Optional: Ask the whole class to dance along to the pieces. As another option, if your classroom is equipped with DAWs (digital audio workstations), you can guide the students in creating their own pieces using synth and drum sounds.

ASSESS
- **Did the students read the article?**
- **Did they listen actively to the three selections?**
- **Did they compose their dance pieces?**
- **Did they present them to the class?**