Lesson 5.05: EarSketch Project ## Learning Objectives Students will be able to... * Create a complete song in EarSketch with multiple parts * Utilize EarSketch's features and functions ## Materials/Preparation * [Do Now] * Solution (access protected resources by clicking on "Additional Curriculum Materials" on the [TEALS Dashboard]) * [EarSketch Editor] * [Project] ([printable project Spec]) ([editable project spec]) * Read through the do now and project spec so that you are familiar with the requirements and can assist students * Practice creating your own EarSketch song(s) to demonstrate to students and to better understand the challenges they may face in the project * Review [4 Steps to Solve Any CS Problem] ## Day 1 Pacing | **Duration** | **Description** | | ---------- | ---------- | | 5 Minutes | Do Now | | 10 Minutes | Project Overview | | 15 Minutes | Project Planning | | 25 Minutes | Begin Project | ## Days 2-5 Pacing | **Duration** | **Description** | |---|---| | 5 Minutes | Do Now | | 10 Minutes | Topic Review | | 35 Minutes | Project Work | | 5 Minutes | Debrief | ## Instructor's Notes ### 1. Do Now * Display the Do Now on the board * For Days 2-5, the Do Now is time for students to write down issues they had with the project from the day before and what they plan on doing to fix those issues. * Students should take time to create a timeline for when certain tasks will be completed. ### 2. Project Overview * Review the terminology, topics, and skills that students have learned from this unit. Talk about any questions or things the students are struggling with. * Discuss the parts of the song mentioned in the Do Now (chorus, bridge, and verses) and how they fit into building a song. * Distribute the project spec and talk students through the requirements and scoring rubric. * Demo a final song for the students to see a finished product. ### 3. Project Planning * Instruct students to create a project plan for what specifically they will accomplish during each day of the project. * Take time to check that each student has created a project plan before they begin working on their song. ## Accommodation/Differentiation Certain students that have a limited music background may need additional assistance during the planning phase of the project. Students may need additional examples demonstrating the difference between a verse, chorus, and bridge. ## Grading ### Scheme/Rubric | **Functional Correctness(Behavior)** | | | ---------- |-----| | Song Runs and Plays | 5 | | Recognizable Chorus vs Verse | 10| | Correct Length | 5 | | Contains some reoccurring themes| 5 | | **Sub total** | 25 | | **Technical Correctness** | | | Correct use of loop | 5 | | Correctly uses control flow | 5 | | Correctly use of `fitMedia`, `makeBeat`, `setEffect` | 10 | | Use of user defined functions for choruses, forms, verses | 10 | | Keeps track of measure using return statements | 15 | | **Sub total** | 45 | | **Total** | 70 | ## Forum discussion [Lesson 5.05: EarSketch Project (TEALS Discourse Account Required)](https://forums.tealsk12.org/c/2nd-semester-unit-5-earsketch/lesson-5-05-earsketch-project) [Do Now]: do_now.md.html [Lab]: lab.md.html [TEALS Dashboard]: http:/www.tealsk12.org/dashboard [EarSketch Editor]: http://earsketch.gatech.edu/earsketch2/ [4 Steps to Solve Any CS Problem]:https://github.com/TEALS-IntroCS/2nd-semester-introduction-to-computer-science-principles/raw/master/units/4%20Steps%20to%20Solve%20Any%20CS%20Problem.pdf [Project]: project.md.html [printable project Spec]: https://github.com/TEALSK12/2nd-semester-introduction-to-computer-science/raw/master/units/5_unit/05_lesson/project.pdf [editable project spec]: https://github.com/TEALSK12/2nd-semester-introduction-to-computer-science/raw/master/units/5_unit/05_lesson/project.docx