**Creative Process With Looper Pedal**

**Lesson Plan**

**for Elementary, Middle, and High School Music**

**Joseph E. Reed**

2018

**25 to 400 participants (Grades K-12)**

**45-60 minutes**

**Music Standards:**

**Connecting-** Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

* **Identify genres, styles, and composers within specific time periods.**
* **Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.**

Joseph E. Reed presents a wide variety of genres and styles all using the guitar, violin, and Boomerang looper pedal. During the presentation, Joseph explains his creative process, how he arranges each section of the song, and some cultural background on the musical selections.

**Objectives**

* Students will learn how classical instruments can be used in a wide variety of genres.
* Students will learn how technology can aid the creative process
* Students will compare music from different historical periods and cultures

**Outline**

1. Joseph E. Reed dives right in with a selection. (5 minutes)
2. Introduction and explanation of the looper pedal and the creative process for arranging the songs. (5 minutes)
3. More selections. (15 minutes)
4. Explanation of different musical genres presented and a brief history of each song. (5 minutes)
5. More selections. (10- 20 minutes)
6. Question and answer session. (5 minutes)
7. Closing selection (5 minutes)

**Introductions and explanations:**

“Hi! My name is Joseph E. Reed. Thank you so much for allowing me to come in and share and play with you today.

I play guitar and violin. I also sing, play the ukulele, piano, drums, bass, and am currently learning the trombone.

This machine I have here that is helping me create these songs is called a Looper Pedal. This one is a Boomerang. It allows me to record myself and play it back over and over. I can also add layers on top of it. With the Boomerang I can have up to 4 individual tracks, which is pretty unique. No other performer in Georgia, that I know of, is making loops this way right now.

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The songs you have been listening to are from a variety of genres and cultures. (Names and authors and genres of the songs presented). As you can see, you can do a lot of different things with instruments we may think of being only for a band or orchestra.

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I’d like to take a little break to answer any questions you might have. Questions?

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Again, my name is Joseph E. Reed. You can listen to my music online at [www.JosephEReed.com](http://www.josephereed.com). I sincerely appreciate you inviting me to come and share with you today. Thank you for being such a wonderful audience!

**Sample Selections:**

**Minuet in G** by J.S. Bach

**Maria Maria** by Carlos Santana

**Every Breath You Take** by The Police

**Billie Jean** by Michael Jackson

**Thinking Out Loud** by Ed Sheeran

**Shake It Off** by Taylor Swift

**Scrubs** by TLC

**Caught Up** by Usher

**Stairway to Heaven** by Led Zepplin

**Yellow** by Coldplay

**Angela** by Lumineers

**Where The Streets Have No Name** by U2

**Jammin’** by Bob Marley

**Happy** by Pharrell Williams

**Autumn Leaves** by Joseph Kosma

**Original compositions** by Joseph E. Reed

**Georgia Standards of Excellence:**

**Band/Instrument Ensemble**

**Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.** HSAIE.CN.1

**b.)** Develop knowledge through performance of appropriate level repertoire representing

diverse cultures, historical periods, and styles at the highest level of music performance.

**Chorus**

**Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.** HSMC.CN.2

**a.)** Analyze and justify historical and cultural characteristics of a varied repertoire including world music.

**c.)** Analyze and justify historical period, composer, culture, and style of music presented in class.

**Guitar**

**Understand music in relation to history and culture.** HSAG.CN.2

**b.)** Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

**Music Apprication**

**Understand music in relation to history and culture.** HSMA.CN.2

**a.)** Identify and explain a particular music example’s historical and cultural significance.

**Music Theory and Composition**

**Understand music in relation to history and culture.** HSAMT.CN.2

**a.)** Describe and analyze the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) (e.g. harmony,

style, form) and the correlation between music of those periods and the other fine arts of

the respective era.

**Orchestra**

**Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.** HSAO.CN.1, HSMO.CN.1

**b.)** Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music).

**Understand music in relation to history and culture.** HSAO.CN.2, HSMO.CN.2

**a.)** Classify a musical selection by time period and analyze and justify the reasoning behind the classification.

**b.)** Analyze and justify the ways in which the music performed in class relates to the culture and society of its time and other times.

**Piano**

**Understand music in relation to history and culture.** HSAP.CN.3, HSPM.CN.3

**b.)** Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical).