

Digital Guise

Study Guide

Grade Level Grades K-9 students

Concert Time 40 to 50 minutes

Setup time 30 minutes

Strike time 30 minutes

Learning Outcomes

- Identify the role and function of technology in the music that we listen to: CDs, live concerts, music for movies and television
- Identify different electronic instruments, and compare them with acoustic instruments
- Identify types of sounds that can be used in musical compositions
- Understand how sound is “sampled” and manipulated through electronic instruments
- Create musical compositions from randomly sampled sounds
- Express moods and emotions through music

Concepts and Instruments Introduced

Function of music

Synthesisers

Music in Movies

Electronic drums

Digitized sound

Digital Sampler

MIDI

malletKat (digital Xylophone)

Brief Description of Performance

The **Digital Guise** performance includes several familiar musical pieces, such as the themes from **The Simpsons** and **Star Wars**, as well as music from **Pirates of the Caribbean**. These pieces are played and then discussed to show how the composers use music to increase the drama and emotion of a particular scene. At the end of the performance, students are invited to generate their own sound “samples”. **Digital Guise** then manipulate the sounds, and create a musical composition from their samples.

Students are encouraged to consider the difference between traditional acoustic musical instruments and electronic instruments.

Students are introduced to electronic instruments, such as the **Handsonic**, **MalletKat** and **Digital Sampler**, and shown how these instruments are used to manipulate sounds and create musical compositions.

Students will have an understanding of the role of music in motion pictures and television shows, the electronic instruments available to musicians, and how those instruments are used in compositions.

Activities During Performance

- Discussion of music’s role in movies and television
- Discussion and demonstration of instruments, sounds, and the electronic manipulation of those sounds used in various musical compositions
- Performance by the three musicians of several familiar musical pieces
- Demonstration of digital sampling, using sounds created by students and then played back using the electronic drums, keyboards, and the MalletKat, creating an improvised rap song

Classroom Activities

Students can complete these exercises either before or after the **Digital Guise** performance:

- Exercise 1** Have students bring some recorded music to class and have them identify the types of instruments and sounds that they hear. (i.e. acoustic, electronic, drum machines, samples, loops, etc.)
- Exercise 2** Compare a scene from a movie first with the sound turned off, and then with the sound turned on. Discuss how music affects the emotional state, and how the scene does not have the same impact without sound.
- Exercise 3** Develop a script and create a radio play, using whatever instruments are available. Assign actors and a sound effects person to create sounds, using instruments in the classroom to create the score (i.e., keyboards, pre-recorded music, percussion instruments, non “instruments” for special sound effects: i.e., empty water bottles, metal cans, etc.

YouTube video link

<http://youtu.be/8rdWqSRR8tY>