Michelle Hudock

<table>
<thead>
<tr>
<th>Title</th>
<th>Analyzing musical elements of a jingle using primary sources</th>
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<tbody>
<tr>
<td>Subject area/Course</td>
<td>Music – 8th Grade General music class</td>
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<tr>
<td>Investigative Question</td>
<td>What are the musical elements of a Coca Cola jingle that makes it memorable?</td>
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<tr>
<td>PA Teaching Standards</td>
<td><strong>Arts and Humanities:</strong></td>
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</table>
| | 9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.  
Music: • duration • intensity • pitch • timbre  
Music: • composition • form • genre • harmony • rhythm • texture |
| | 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  
Music: • sing • play an instrument • read and notate music • compose and arrange • improvise |
| | 9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms |
| | 9.1.8.F: Explain works of others within each art form through performance or exhibition |
| | 9.3.8.A: Know and use the critical process of the examination of works in the arts and humanities.  
Compare and contrast  
Analyze  
Interpret  
Form and test hypotheses  
Evaluate/form judgments |
| Reading, Writing, Speaking and Listening Standards (RWSL): | 1.6.3.D Contribute to discussions.  
· Ask relevant questions.  
· Respond with appropriate information or opinions to questions asked.  
· Listen to and acknowledge the contributions of others.  
· Display appropriate turn-taking behaviors. |
| | 1.6.3.E Participate in small and large group discussions and presentations. |
| Objectives | Students will define musical terms.  
Students will discuss and compare the jingles using music terminology. |
Students will construct an interview guide.

Students will create a short jingle using the musical elements discussed.

Students will perform their jingle in class.

**Duration**

1 class period - 45 minutes

**Materials**


**Inquiry-Based Learning**

I will use an Inquiry-Based Learning Model (IBLM) with the following components:

- **Ask** – The teacher will ask the students questions about musical elements found in Coca-Cola jingles.

- **Investigate** – The teacher will demonstrate how to investigate Coca-Cola jingles found on the Library of Congress website and YouTube.

- **Create** – Students will create projects that will contain an interview questions/themes and individual jingles.

- **Discuss** – The teacher will lead the class in discussion about the elements of music found in the jingles.

- **Reflect** – The students will reflect on the information learned through the creation and performance of their individual jingle.
| Description of procedures | The students will have prior knowledge of the musical terms: rhythm, melody, harmony, form, genre, timbre, tempo, and lyrics. This will be the first lesson of this oral history project. To begin our class, I will review the list of musical terms that will be used throughout this lesson. Once I am sure the students are comfortable with the musical terminology, I will play the first Coca-Cola jingle, “Hilltop.” This section comprises the Ask Component of my IBLM. Next, I will lead a discussion about the term jingle and the usage of the various musical elements found in the jingle.

The students should recognize that the jingle is in the Folk genre. They will notice that throughout this song the timbre changes. The song begins with a solo female voice singing a capella, and then a bell, bass, and guitar join with accompaniment, followed by more voices. There is a change in texture density as groups of people echo and sing 3 or 4 part harmony throughout the piece. At various times within the piece we experience the three textures, monophonic, homophonic, and polyphonic. This song begins with a slight rubato in the solo voice followed by a pick up in tempo (a tempo) from the accompanying instruments and additional voices. An anacrusis (upbeat) is the main rhythmic feature throughout this jingle. The melody and intervallic relations repeat in two bar phrases. The major tonality of this jingle makes it very upbeat and laid back feel in two. The lyrics of this piece also help this be viewed as an uplifting, happy song.

After we have thoroughly discussed jingle #1, I will play jingle #2 “Roy Orbison- “Things go better with Coke”. I will then lead a similar discussion about the usage of various musical elements found in the second jingle. The students should recognize that the jingle is in the genre of 60’s Rock. The timbre is that of a common |
rock song, solo (male) voice with occasional 2 part harmony, accompanied by electric guitar, electric bass, and drum set. The harmony in the vocal line is simple with the voices singing in thirds. This song has a moderate tempo rock tempo that is driven by the running eighth notes played by the guitar. Syncopation occurs throughout the jingle which is written with a steady rock beat in 4/4 time.

Modulation, change of key (tonal center), occurs halfway though the song. The major tonality and repetition of melodic phrases in the guitar and vocal parts make the song pleasing to hear.

At this time I will lead a short discussion comparing and contrasting the musical elements found in the two jingles. This will lead to my investigative question: What musical elements of a jingle make it memorable? Other questions in this discussion may include:

- Which jingle caught your attention?
- What musical element of that jingle caught your attention and made it more memorable?
- What musical elements make jingles memorable?
  - tempo
  - harmony
  - melody
  - lyrics

This section comprises the Investigation Component of my IBLM. I will demonstrate to the students the way to find other Coca Cola jingles on the Library of Congress website and YouTube. I will allow the students to select one other jingle to listen to in class. The students will make notes concerning the various usages of the
musical terms.

After listening to the jingles, we will then move to the Create and Discuss sections of my IBLM. I will divide the students into small groups of 3-4 people. I will prompt them with this thought; “Imagine that you could interview a successful jingle composer, what questions would you want to ask them about their process of composition, their background, etc.” The students will create three questions they feel would be important to better understand the composer’s thoughts and processes. They will have approximately 5-10 minutes to create these questions.

At that time, the students will then regroup and discuss each group’s questions. Through this discussion I will lead the students to create general themes that represent each group’s three questions. I will compile these themes and sample questions on the board, which will later serve as an interview guide for the student’s in their oral history project.

This section comprises the Reflection Component of my IBLM. As a reflection of what the students have learned, they will compose a jingle of their own using the various musical concepts that were discussed in the lesson. I will instruct the students to choose the slogan/catch phrase from one of the coke jingles we heard. Write down the words to the jingle and experiment with rhythm pattern choices. When the rhythm is set, the students will decide if the jingle should be rapped or sung. They will set the phrase to a familiar melody, own tune, or rhythmic rap. The goal is to help others easily remember the phrase. Here are a few tricks to help your jingle succeed:
- Keep it simple, with a melody and rhythm that is easy to remember. Let the syllables or letters in the word or phrase determine the rhythm.
- Repeat the letters or syllables of the word or phrase to make it memorable.
- Add accents to important syllables or words.
- The word or phrase may suggest a mood or a place. Should the music for your jingle sound happy? Wild? Gentle?
- Create an interesting accompaniment. Hand clap, stomp, or shout to create interest. Use instruments, hand drums, bells, shakers, triangle, etc.
- Add dance moves or a hand jive to make your jingle easier to remember.

Once students have worked through the creating process they will show me their work for critique. The students will perform their jingles in class at a later date and be critiqued by their classmates.

Over the next few classes, I will have the students create another interview guide about memorable jingles, using the same process as used in this activity. This interview will be completed with at least two different family members. Students may talk to parents, grandparents, aunts and uncles etc. about the jingles they remember. Adults may even sing the jingle so the student can record the “performance” and write down the words to share with the class through a presentation.

### Assessment

<table>
<thead>
<tr>
<th>JINGLE CRITERIA</th>
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<tbody>
<tr>
<td>Student uses a Coca Cola Slogan in their jingle.</td>
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<tr>
<td>Student correctly uses at least 3 of the 4 musical concepts within their jingle.</td>
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<tr>
<td>Student created an interesting accompaniment to their jingle.</td>
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<tr>
<td>Student created a jingle that was memorable based on the musical concepts.</td>
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<td>(All checks are needed to pass the assignment)</td>
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Interview Guide

Name: ___________________________________

Class: _____________________________

General Background

1. Name of interviewee
2. Place of birth and date
3. Family life

Education

4. Name of school
5. Major course of study
6. Post-graduation employment options

Life as a Jingle Composer

7. What musical elements do you think have the most impact on you as a listener?
8. Which do you think have the most impact on you as a composer?
9. Describe for me your process of creating a composition.
10. Do you find that you take into consideration more your own personal aesthetic or that of the projected listener in your compositions?

Interview Conclusion

11. Conception of success
12. Advice for those who are considering a career in composition.