

Music Technology I

[Implement start year (2012-2013)]

Doug Barber Seneca ext. 6636

Earl Phillips Cherokee ext 2284

Len Nicholas Lenape 3302

Nick Rotindo Shawnee 4480

Unit #1 Basic Theory

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.B.1

1.1.12.B.2

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.12.B.1

1.3.12.B.2

1.3.12.B.3

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

	<p>___ Productivity and Accountability ___ Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Elements of music (such as Rhythm, Melody and Harmony, etc.) provide a strong foundation for the creation of a musical piece.</p> <p><i>EU 2</i> Using different instruments and including different stylistic elements to your musical composition are essential to creating different genres of music.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is music? • What is good music? • How does one create music? • What makes a good Melody? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Are instruments essential for music? • Which genre appeals to me? • What is the relationship between style and various genres? • How does instrumentation affect various genres?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • what the elements are of a melody. • what the elements are of harmony. • what the elements of rhythm are. • how to spell a chromatic scale. • distinguish between major and minor keys both aurally and visually. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • notate the chromatic scale. • tap quarter notes with a metronome. • subdivide a whole note into its smaller parts. • relate a pattern sequencer to rhythmic subdivisions. • play a simple melody in tempo. • aurally and visually identify major and minor scales. • aurally and visually identify major and minor chords. • students will create a melody over a given set of chord changes.

<p><i>EU2</i></p> <ul style="list-style-type: none">• what a pattern sequencer is.• how to program a sequencer to use different instruments• what instruments are characteristic of certain genres	<p><i>EU 2</i></p> <ul style="list-style-type: none">• identify through discussion the differences in musical theory for various genres.• how to program a pattern sequencer using different rhythmic resolutions.• <i>program genre specific drum beats.</i>• program genre specific melodies.• program genre specific harmonies.
Stage 2 – Assessment Evidence	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <ul style="list-style-type: none">• Students will take the role of a song writer and create a simple song using the basic elements of music theory. This song is to be created in a specific genre using instruments and elements of that genre. The writer shall present their case for why the song fits that particular genre by detailing rhythms, harmonies, and melodies used. This song is to be played for the class. The class being judges for a mock song writing contest and awarding a recording contract to the best song writer. (EU1, EU2)• A friend comes to you and asks you to compose a short song for them to sing to their significant other for Valentine’s Day, Using the basic elements of music theory discussed in the units create a simple song for your friend. Along with your song include a written explanation of how the melody, harmony and rhythm create the foundation of the song. In addition explain what genre of song you chose to create and what elements of the song illustrate that genre. Your song and analysis will be peer and teacher evaluated using a rubric. (EU1, EU2)	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none">• Theory tests – musictheory.net• Aural Training – Identifying melody, harmony, and rhythm in various pop songs.• Programming Tests – Drum and pattern sequencing based on specific rhythms generated by the teacher.	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will work with Alfred's Music Theory to learn the basics of musical notation. (A)
- Students will learn to play basic melodies on the piano keyboard using the Thompson's Piano book. (A)
- Students will Demonstrate knowledge of music notation by writing musical examples on the board. (M)
- Students will create a simple melody within a given key signature. (T)
- Students will demonstrate knowledge of key signatures by indentifying them visually and aurally using the circle of 5ths. (M)
- Students will create rhythmic patterns using knowledge acquired from the study of rhythmic notation. (T)
- Students will create a chord progression using knowledge acquired from the study of harmony. (M)
- Students will create a song with melody, harmony and a rhythm pattern generated from a class project in which groups are set up to create each portion of the song. E.g. one group creates the rhythm pattern another does the harmony and another the melody. Collaboratively creating a song. (T)