

**Randolph Township Schools  
Randolph Middle School  
Music 6-8 Curriculum**

*“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato*

**Visual and Performing Arts Department**

Frank Perrone, VPA Supervisor

**Curriculum Committee**

John Rittweger

Carminé Fusaro

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The Randolph Township Schools Music Department values the importance of music in all children's lives. The curriculum provides opportunities for traditional musical study and performance. In addition, students will be exposed to current trends in music technology.

Primary goals of this course include but are not limited to:

- A continued appreciation of music as an art form and key component of cultural awareness.
- The retention of essential music fundamentals, including rhythm, harmony, melody, dynamics, texture, form and timbre, through the study of the piano and guitar
- Exposure and an introduction to the vast world of music technology and an understanding of how crucial a role technology plays in music production.

This quarter length cycle course aims to provide the general student population and students already participating in music ensembles alike, with an ever-broadening world view of music, the arts and how they play a role in their lives and cultures. Students will be afforded the opportunity to express themselves with and through music and gain a deeper understanding of themselves and people around them.

Many fields and disciplines have been radically affected by new technologies, and music is one of the best examples. Technology has enabled musicians to record, distribute or merely listen to music in ways that were not available in the past. Because of technology, music has become more accessible and interwoven into the fabric of our lives. Therefore, in this course students will study the many facets of music technology. More specifically students will utilize technology in order to learn the skills of recording, programming, manipulation, mixing and reproduction of music. The current technological trends in music are very fascinating to middle school students and therefore provide a bridge to an alternative understanding of music.

This broad curriculum provides an opportunity for students to expand their knowledge and appreciation of music, developing a lifelong skill set in the musical arts. Music 6-8 follows the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

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 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>Sequential compounding within 45-day cycle classes throughout the three-year scope of the middle school experience.</b>	<b>I</b>	<b>The Piano Keyboard</b>
	<b>II</b>	<b>Music Theory</b>
	<b>III</b>	<b>Guitar</b>
	<b>IV</b>	<b>Music Technology</b>

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**Unit I: Piano Keyboard**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>1.1.5.B.1</b> - Identify the elements of music in response to aural prompts and printed music notational systems.	The piano serves as an integral instrument for the study and appreciation of music.	<ul style="list-style-type: none"> <li>• Why is the piano considered to be a gateway instrument for the study and appreciation of music?</li> </ul>
<b>1.1.5.B.2</b> - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	The practice and performance of music is a lifelong skill.	<ul style="list-style-type: none"> <li>• Why is musical development limitless?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
<b>1.1.8.B.1</b> - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.	The layout of the piano keyboard has a specific layout, which aligns with the musical alphabet.	Identify the basic parts of the piano keyboard, musical alphabet & finger numbers.
<b>1.3.5.B.1</b> - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	Proper keyboard performance requires correct form and position of both body and hands.	I - Employ the C major five finger position.
<b>1.3.5.B.3</b> - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.		I - Perform simple five note melodies with an accompanying chord progression.  II - Perform melodies out of the five-finger position.

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**Unit I: Piano Keyboard**

<p><b>1.3.5.B.4</b> - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p><b>1.3.8.B.1</b> - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>	<p>The study of piano keyboard allows for the exposure to a vast vocabulary of musical symbols, terminology and techniques.</p> <p>The process of harmonization involves knowledge of chords and melody.</p>	<p>II - Demonstrate a proper G Major five-finger position.</p> <p>II - Demonstrate a proper F Major five-finger position.</p> <p>III - Transpose familiar melodies into different keys.</p> <p>III – Successfully perform a simple classical piece of music literature.</p> <p>I - Identify all notes (FACE/EGBDF and ACEG/GBDFA) in both the treble and bass clefs.</p> <p>II/III – Identify and interpret through performance dynamics, articulations and musical directional signs.</p> <p>I - Apply the I and V7 Chords in C Major to a simple melody.</p>
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**Unit I: Piano Keyboard**

	<p>Accidentals modify the pitch of notes within the musical alphabet.</p> <p>Major and minor scales are the basic compositional tools in music.</p> <p>Different time signatures fundamentally change the rhythmic feel of music</p> <p>The Damper Pedal prolongs the sound of the piano by lifting all of the dampers off the strings.</p> <p>A variety of left-hand techniques such as bass chord, arpeggiated and pedaled chord sequence can be used to accommodate different styles of music.</p>	<p>II - Apply the I, IV and V7 chords to familiar melodies such as blues.</p> <p>III – Apply the I, vi, ii, V7 to simile familiar melodies.</p> <p>Successfully recognize accidentals within a piece of music and apply it to a performance.</p> <p>Perform up to at least 3 major and 3 minor scales.</p> <p>Differentiate between compound time signatures from simple time signatures through notation and performance.</p> <p>Incorporate the use of the damper pedal within various musical selections.</p> <p>Execute left hand bass styles that accompany simple melodies.</p>
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**Unit I: Piano Keyboard**

	<p><b>VOCABULARY:</b> accompaniment, grand piano, upright piano, electric piano, Bach, Beethoven, improvisation, damper pedal, keyboard, ½ step, whole step, scale, dynamic markings, treble clef, bass clef, grand staff, time signature, note values, measure, bar line, double bar, slur, legato, melody, harmony, repeat sign, sharp sign, flat sign, natural sign, chord, scale, damper pedal, fermata, staccato, triad, key signature, transposition</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Performing frequent performance-oriented assessments throughout the duration of the course</li> <li>• Creating a portfolio recording of students’ work throughout the duration of the course</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Participate in a teacher led demonstration that includes an overview of the piano and the various components</li> <li>• Explore the use of the right and left hand through continually practice and refining using various technical exercises</li> <li>• Explore through teacher led demonstration and student-centered exploration about basic rhythm, sharps/flats, major/minor chords and various skills, helping them to create a toolbox of necessary music theory to be a successful piano player</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>On Going</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>J. Bastien, The Older Beginner Piano Course Level 1 &amp; 2, Kjos West, San Diego, CA 1977.  <a href="http://www.MusicTheory.net">www.MusicTheory.net</a>  <a href="http://www.MusicNotes.com">www.MusicNotes.com</a>  <a href="http://www.NoteFlight.com">www.NoteFlight.com</a>            Finale NotePad  <a href="#">MusicFirst Online Classroom</a>            Alfred’s Teach Yourself to Play Piano – class piano method</p>	

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**Unit II: Music Theory**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.1.5.B.1</b> - Identify the elements of music in response to aural prompts and printed music notational systems.</p>	<p>Music has established theories that govern its qualities and the affects that it has upon its listeners.</p>	<ul style="list-style-type: none"> <li>• Why might an art form such as music have certain formulas and theories that tend to get followed regardless of genre or time period?</li> </ul>
<p><b>1.1.5.B.2</b> - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>Throughout history, music has mirrored society’s belief and values and is reflective of the time period in which it was composed.</p>	<ul style="list-style-type: none"> <li>• How are music, society and culture related?</li> </ul>
<p><b>1.1.8.B.2</b> - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<p><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>
<p><b>1.3.5.B.3</b> - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>	<p>Basic music theory includes the basic parts of the staves, including note names, clefs, ledger lines and grand staff.</p>	<p>I – Identify the staff and where the basic notes/pitches live within the staff.</p>
<p><b>1.3.5.B.4</b> - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>		<p>I - Identify treble &amp; bass clefs within a staff.</p> <p>II – Identify the correct notes/pitches on the grand staff &amp; ledger lines above and below the staff.</p>

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	<p>Every note has a rhythmic duration that provides the performer with the length of time each note should be held.</p> <p>Music symbols, dynamic signs, tempo markings and articulations are essential symbols in providing the performer with information about the music that is being played.</p>	<p>Describe the value of each rhythmic duration.</p> <p>Compare the rhythmic duration of note values with music notation.</p> <p>I - Identify measures, bar lines and double bar lines.</p> <p>I – Compare and contrast the differences between whole, half &amp; quarter notes/rests.</p> <p>II – Describe how flats, sharps &amp; naturals affect the pitch.</p> <p>II - Differentiate between 2/4, 3/4 &amp; 4/4 time signatures.</p> <p>II – Recognize and perform dotted half &amp; dotted quarter notes.</p>
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		<p>II – Describe how ties &amp; slurs affect the musical contour of a passage of music.</p> <p>II – Demonstrate the understanding of repeat signs, 1st &amp; 2nd endings and how they tell you where to go next in the music.</p> <p>II - Perform eighth notes &amp; rests correctly within a musical passage.</p> <p>III - Execute sixteenth notes &amp; rests, dotted eighth notes &amp; eighth note triplets correctly within a musical passage.</p> <p>III – Compare and contrast common time, cut time, 3/8 &amp; 6/8 time signatures and how it affects the overall rhythmic feel of music.</p> <p>III – Demonstrate a successful performance using pick-up notes &amp; syncopation.</p>
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	<p>The key of a piece is based on the key such as major or minor which involve various scale patterns such as a chromatic scale or different modes such as lydian or mixolydian.</p> <p>The four chord qualities in root position include major, minor, augmented and diminished.</p> <p>The blues form is a specific song structure used in the blues as well as other styles inspired by the blues like rock, jazz and R&amp;B.</p>	<p>III - Identify dynamic signs, tempo marks &amp; articulation, d.c., d.s., coda &amp; fine.</p> <p>I - Explain the appropriate scale degree names based on the scale that is being worked on. (Major or minor)</p> <p>III - Construct tetrachords with major and minor scales.</p> <p>III – Successfully perform a chromatic scale starting on the note of choice.</p> <p>III - Generate primary &amp; major triads.</p> <p>III - Identify chords in 1<sup>st</sup> and 2<sup>nd</sup> inversions of triads.</p> <p>I-Identify the key components of a 12-bar blues chord progression</p> <p>III - Construct a 12-bar blues chord progression.</p>
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		III - Improvise a melody using a blues scale.
	<b>VOCABULARY:</b> dynamic markings, treble clef, bass clef, grand staff, time signature, note values, measure, bar line, double bar, slur, legato, melody, harmony, repeat sign, sharp sign, flat sign, natural sign, chord, scale, damper pedal, fermata, staccato, triad, key signature	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Completing frequent performance-oriented based assessments that include basic theory knowledge and implementing into what is being worked on during class
- Completing frequent check ins for understanding using an online music software program such as Music First Online Classroom

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Using an online music software program such as Music First Online Classroom to guide them on their music theory journey to allow them to learn at their own pace throughout the course of this class
- Utilize other resources such as the ones listed within the resource section to provide self-guided instruction on the basis of music theory.

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**Unit II: Music Theory**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>On Going</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Alfred's Essentials of Music Theory, Software Version 3. <a href="http://www.oneminutemusic.com">One Minute Music Lesson.com</a> <a href="http://www.theoria.com">Teoria.com</a> <a href="http://www.emusictheory.com">eMusicTheory.com</a> <a href="http://www.jazzguitaronline.com">Jazz Guitar Online</a> <a href="http://www.dolmetsch.com">Dolmetsch Music Theory</a> <a href="http://www.8notes.com">Music Theory on 8notes.com</a> <a href="http://www.berklee.edu">BerkleeShares</a> <a href="http://www.musictheoryfor.com">Music Theory for Songwriters</a> <a href="http://www.thetonalcentre.com">The Tonal Centre</a> MusicFirst Online Classroom



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**Unit III: Guitar**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>1.1.5.B.1</b> - Identify the elements of music in response to aural prompts and printed music notational systems.	The guitar is and has always been a social and portable instrument.	<ul style="list-style-type: none"> <li>• How has the function and place of the guitar in various societies evolve through the years?</li> </ul>
<b>1.1.5.B.2</b> - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	The guitar is a flexible instrument that can cover a wide sonic range.	<ul style="list-style-type: none"> <li>• How is the guitar able to contribute to so many genres of music?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
<b>1.1.8.B.2</b> - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.	The main parts of a guitar include the body, neck, headstock, strings and frets.	Identify the parts of the guitar.
<b>1.3.5.B.1</b> - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	Proper playing position and posture involves the use of a strap, placing the guitar on the left leg and releasing shoulder tension.	Demonstrate the proper playing position.
<b>1.3.5.B.3</b> - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	Finger picking technique can be accomplished by using either the thumb and fingers or with a guitar pick.	Demonstrate the proper use of the thumb, fingers and guitar pick.

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**Unit III: Guitar**

<p><b>1.3.8.B.1</b> - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p><b>1.4.8.A.3</b> - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>	<p>Guitar Tab is a notation system that has been around for centuries.</p> <p>Melodies can be played on as few as one or two strings.</p> <p>Chord progressions are played simultaneously within the context of a song.</p>	<p>Employ the use of Guitar Tablature in order to be able to decode melodies and riffs.</p> <p>I - Utilize fingers 1 - 3 for playing melodies on the first two strings.</p> <p>II - Illustrate the use of the 3rd and 4<sup>th</sup> strings in playing intermediate melodies.</p> <p>III - Illustrate the use of the 5<sup>th</sup> and 6<sup>th</sup> strings in playing advanced melodies.</p> <p>I - Strum musically between C and Em.</p> <p>II - Strum musically between C, G and Em.</p> <p>III - Transition between the chords in the following chord progressions: (Em, G, D, A), (D, A7), (Am, E), (G,C,D7/D).</p> <p>Perform the chords in a 12 Bar Blues progression.</p>
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**Unit III: Guitar**

	<p>Capos shorten the length of all the strings at the same time enabling the ability to use the same chord shapes to play songs in different keys.</p> <p>The 12 Bar Blues is a form of music utilizing a chord progression and improvisation</p> <p>There are unique and significant differences between acoustic and electric instruments including the ability to be easily amplified.</p>	<p>Compare the use of Capo for assisting in the playing of chord progressions in different keys, versus playing chords in the first position.</p> <p>Improvise the pentatonic and blues scales.</p> <p>Explain the differences in using acoustic vs. electric.</p>
	<p><b>VOCABULARY:</b> action, open tunings, alternate picking, barre chords, capo, pick, fingerstyle, rhythm guitar, lead guitar, power chord, strum, vibrato</p>	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Performing frequent performance-oriented assessments throughout the duration of the course focused around guitar
- Improvising using the 12-bar blues structure while incorporating the pentatonic and blues scales

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Participate in teacher led demonstrations on various guitar-based techniques as a group or when individual students are ready
- Explore chord progressions through student led investigations and use of guitar resource binder
- Discuss the 12-bar blues and the importance it has in music while working through the successful playing of the 12-bar blues

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**Unit III: Guitar**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>On Going</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	J. Bastien, The Older Beginner Piano Course Level 1 & 2, Kjos West, San Diego, CA 1977. <a href="http://www.MusicTheory.net">www.MusicTheory.net</a> <a href="http://www.MusicNotes.com">www.MusicNotes.com</a> <a href="http://www.NoteFlight.com">www.NoteFlight.com</a> Finale NotePad Guitar Binder – resources compiled by John Rittweger <a href="http://www.YouTube.com">www.YouTube.com</a>

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**Unit IV: Music Technology**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>1.1.8.B.2</b> - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<p>The computer is a useful and necessary tool for survival in today’s world, as well as for practical applications in the musical world.</p>	<ul style="list-style-type: none"> <li>• How have composers and arrangers used computers to improve their craft?</li> </ul>
<p><b>1.2.8.A.1</b> - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>The history of the computer coincides with the development of music in the 20th and 21<sup>st</sup> centuries.</p>	<ul style="list-style-type: none"> <li>• In what ways does the history of music relate to the development of the computer?</li> </ul>
<p><b>1.2.8.A.3</b> - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p><b><u>KNOWLEDGE</u></b> <b>Students will know</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to</b></p>
<p><b>1.4.8.B.1</b> - Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p>	<p>The Mac OSX operating system differs in functionality of PC and iOS applications in such ways such as file organization, keyboard shortcuts, program opening and closing, and other aspects of design.</p>	<p>Demonstrate knowledge of Mac computer functions, finder windows and workspace basics.</p>
<p><b>1.4.8.B.2</b> - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>		<p>Navigate, open and save files in an organized manner on a Mac.</p> <p>Identify the parts of the computer and music workstation.</p>

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**Unit IV: Music Technology**

	<p>Many options for musical applications designed for producing musical compositions and teaching musical skills exist and are based on personal preference.</p> <p>The process of recording and producing music in DAWs can be applied to most music software applications.</p> <p>Overdub recording is an important part of the recording process.</p>	<p>Identify the software that are on workstations and describe their differences, strengths and weakness.</p> <p>Describe and implement the process for working with and saving files in Digital Audio Workstations (DAWs): GarageBand and Logic Pro.</p> <p>Identify and describe the components of the main windows in DAWs: GarageBand and Logic Pro.</p> <p>Edit regions, loops or clips within a DAW.</p> <p>Demonstrate and describe the use of loop recording, (i.e. “punch in/punch out”) and why it is so invaluable.</p> <p>Use the USB keyboards to play MIDI in DAW.</p>
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**Unit IV: Music Technology**

	<p>MIDI is an important tool within technology recording in today's world of recording and allows for a variety of options when designing a musical piece.</p> <p>Hearing, after sustaining damage over time, can never be restored.</p>	<p>Create and edit regions either by recording MIDI or using pre-recorded loops.</p> <p>Import Standard MIDI Files into DAWs.</p> <p>Describe the uses that MIDI has been utilized for and discuss its almost unlimited potential.</p> <p>Define tinnitus and describe best practices for keeping their hearing healthy.</p> <p>Discriminate safe sound levels from unsafe sound levels and the amount of time that it takes to incur damage to their hearing.</p>
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**Unit IV: Music Technology**

	<p><b>VOCABULARY:</b> analog, digital, midi track, audio track, AUX, bouncing, buffering, click track, compression, microphone, DAW, delay, reverb, EQ, Fade in/out, frequency, graphic equalizer, high pass filter, low pass filter, loop, marker, overdubbing, pan, mix, quantize, resolution, USB, XLR</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating proper and efficient navigation throughout DAW (GarageBand and Logic Pro)</li> <li>• Creating a comprehensive final project that involves producing a song made up of various loops and/or a recording that incorporates the use of MIDI</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Participate in teacher led demonstrations focused around the DAW Usage including but not limited to: The main window controls, browsers, recording, saving and exporting as a whole group or based on an individual need</li> <li>• Explore the various loops within a DAW during the planning phase of song creation</li> <li>• Discuss the importance of hearing safety through a discussion on the anatomy of the ear</li> <li>• Experiment with various MIDI applications and their uses when creating a song</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>Ongoing</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><a href="http://www.hearnet.com">www.hearnet.com</a> Lynda.com Apple.com</p>	