

Unit 4: Advanced Composition
Music Technology
20 Class Meetings

Created May 2021

Essential Questions

- How do musicians improve the quality of their creative work?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings with Unit Goals

EU 1: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- Compose unique soundscape based on visual artwork.
- Rewrite a common story and create a soundtrack for it.
- Outline creative thought process in composition.

EU 2: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

- Compare and contrast musical works from various artists throughout time.
- Defend musical choices through reflection.

Standards

Common Core State Standards:

- **MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- **MU:Re7.1.7a** Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.
- **MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Sampling

- Define and demonstrate use of sampling.
- Analyze music from various genres.
- **Vocabulary-** sample

2. Soundscapes

- Examine the sounds that contribute to a soundscape.
- Create a unique composition based on artwork.
- **Vocabulary-** soundscape, impressionism

3. Anthems

- Define the aspects that make an anthem.
- Create an anthem for a new country.
- **Vocabulary-** soundscape, impressionism

Interdisciplinary Connection:

- Language Arts - Word Problems
- Social Studies- Government
- Visual Arts- Impressionism

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Review various composition techniques learned in previous unit.
- Analyze and demonstrate how everyday sounds can be used as effects/ sounds in composition.
- Develop a library of samples through splicing and advanced editing..
- Rearrange prerecorded samples to create new musical works.
- Summarize the Impressionist movement in art and music
- Create a simple soundscape using an Impressionist- era painting as inspiration.
- Compare student work to analyze different interpretations of the same art.
- Compose a short piece of music for a video game.
- Interpret the impact of music in film.
- Combine a silent video clip with music to create a new message.
- Rewrite a popular story into modern context.
- Compose a score for rewritten story.
- Compare and contrast the new story from the original.
- Differentiate musical works by age/ era.
- Combine music from different eras to create a new composition.
- Justify reasoning for combining specific works through written and/or verbal reflection.
- Design an outline for a new country, highlighting government types, population, location, and other aspects of culture.
- Relate musical techniques and styles to emotions or events.
- Compose a national anthem for the new imaginary country, with musical techniques that reflect its culture and structure.
- Compare student work to identify different musical interpretations.

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Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

Assessments

FORMATIVE ASSESSMENTS:

- Warm-ups (SBAC)
- ABCD Cards
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework
- Real Number Scavenger Hunt Performance Task
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Quiz 1 - EU 1, 2
- Unit 1 Test
- Real Number Scavenger Hunt Performance Task

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Unit Task
<p>Unit Task Name: My Country ‘Tis of Thee- Composition Project</p> <p>Description: Students will create an outline of a new country, highlighting various aspects including, but not limited to, culture, government, and location. They will then identify musical sounds that they associate with these aspects. (EU2) Next, students will use those sounds to create a national anthem for their country. This anthem will be presented to the class along with the outline of the country and it’s cultural, societal, and governmental aspects. (EU1) Lastly, students who are not currently presenting will fill out a short evaluation worksheet for the presenter’s country and anthem. A scoring guide will be provided for reference when creating the project.</p> <p>Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year</p>

Unit Resources
<ul style="list-style-type: none">● Flipped Google Classroom Videos● Worksheets● Laptops● SBAC Prep Online● Impressionist artwork● Edulastic Assignments