
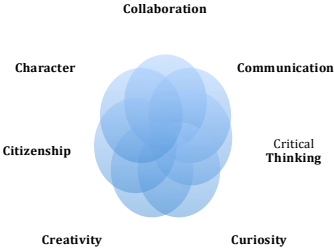


Content Area	Course: Digital Music	Grade Level: 7/8
<p>Music</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Exploring Digital Music Software 	<ul style="list-style-type: none"> • 1 Week 	
<ul style="list-style-type: none"> • Creating in Digital Music Software 	<ul style="list-style-type: none"> • 2-3 Weeks 	
<ul style="list-style-type: none"> • Classic Digital Music Software 	<ul style="list-style-type: none"> • 3-4 Weeks 	
<ul style="list-style-type: none"> • Jingles 	<ul style="list-style-type: none"> • 3-4 Weeks 	



Strands	Course Level Expectations*
Create	<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians can generate creative ideas, make creative decisions, and know when to share. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations span Grades PK-8 and are based on the National Coalition Core for Art Standards

Unit Title	Exploring Digital music software	Length of Unit	1 Week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? 		
Standards*	<p>Create: <i>Imagine:</i> MU:Cr1.1.T.IIa</p> <p>Perform: <i>Present:</i> MU:Pr6.1.T.IIa</p> <p>Respond: <i>Select:</i> MU:Re7.1.T.IIa <i>Analyze Mu:</i> Re7.2.T.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Loops and the Loop Library • Musical Form • Creating Compositions 		
Key Vocabulary	loop, common musical forms (AB, ABA, rondo, 12 bar blues, theme and variation), beginning, middle, end, time signature, key signature, measure, repeat		

*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

Unit Title	Exploring Digital Music Software	Length of Unit	1 Week
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • basics of digital music • basic music theory terminology such as time signature, key signature, measure, bar line, repeat • common musical forms 	<ul style="list-style-type: none"> • generate melodic, rhythmic and harmonic ideas in Digital music software that demonstrate understanding of the program • demonstrate technical and expressive qualities in the compositions being created • create compositions with a specific expressive intent • analyze contrasting works by self or peers • analyze the structure, context and technological qualities of the work of self and peers • create original compositions in various musical forms

Assessments:	<ul style="list-style-type: none"> • Formative assessments, teacher observation, student work
Teacher Resources:	Digital music software

Unit Title	Creating in Digital music software	Length of Unit	2-3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians make creative decisions? • When is creative work ready to share? • How do musicians improve the quality of their creative work? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? 		
Standards	<p>Create: <i>Plan & Make</i> MU:Cr2.1.T.IIa <i>Evaluate & Refine:</i> MU:Cr3.1.T.IIa <i>Present:</i> Mu:Cr3.2.T.IIa</p> <p>Perform: <i>Select:</i> MU:Pr4.1.T.IIa <i>Analyze:</i> MU:4.2.T.IIa <i>Interpret:</i> Mu:Pr4.3.T.IIa <i>Present:</i> MU:6.1.T.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Creating Drum Beats • Adding Tracks • Recording with MIDI 		
Key Vocabulary	track, drum beat, MIDI, collaboration, track information/editing, cycle, metronome, piano roll, key, unity, variety		

Unit Title	Creating in Digital music software	Length of Unit	2-3 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • components of Digital music software • basic note/ rhythm reading • various genres of loops (techno, R&B, etc) 	<ul style="list-style-type: none"> • select loops/tracks that demonstrate unity and variety • refine compositions based on technological and expressive aspects • demonstrate an understanding of basic note reading • add various software tracks to their composition • compose, perform and record basic 8 and 16 measure rhythms • record MIDI by using virtual instrument software

Assessments:	<ul style="list-style-type: none"> • Formative assessments, Student compositions
Teacher Resources:	Digital music software

Unit Title	Classic Digital Music Software	Length of Unit	3-4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians make creative decisions? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? 		
Standards	<p>Create: <i>Evaluate & Refine:</i> MU:Cr3.1.T.IIa <i>Present:</i> Mu:Cr3.2.T.IIa</p> <p>Perform: <i>Analyze:</i> MU:4.2.T.IIa <i>Interpret:</i> Mu:Pr4.3.T.IIa <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.T.IIa <i>Present:</i> MU:6.1.T.IIa</p> <p>Respond: <i>Select:</i> MU:Re7.1.T.IIa <i>Interpret:</i> MU:Re8.1.T.IIa <i>Evaluate:</i> MU:Re9.1.T.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Sound of Classical Music • Become a Classical Musician • Presenting Classical Music 		
Key Vocabulary	tempo, audio recording, microphone, classical music, composer, audience etiquette, repertoire		

Unit Title	Classic Digital music software	Length of Unit	3-4 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • the evolution of classical music • performance etiquette • audience behavior • popular composers of classical music 	<ul style="list-style-type: none"> • develop and implement strategies to refine compositions • demonstrate understanding of various contextual and structural aspects of composition • demonstrate an understanding of tempo, audio recording and microphone use • create an arrangement of a classical piece of music in a collaborative setting • demonstrate an understanding of classical music • analyze and discuss similarities and differences in various pieces of classical repertoire • create program notes for original compositions

Assessments:	<ul style="list-style-type: none"> • Formative assessments, Student compositions
Teacher Resources:	Digital music software

Unit Title	Jingles	Length of Unit	3-4 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers interpret musical works? • How do musicians make creative decisions? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? 		
Standards	<p>Create: <i>Evaluate & Refine:</i> MU:Cr3.1.T.IIa <i>Present:</i> Mu:Cr3.2.T.IIa</p> <p>Perform: <i>Interpret:</i> Mu:Pr4.3.T.IIa <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.T.IIa <i>Present:</i> MU:6.1.T.IIa</p> <p>Respond: <i>Interpret:</i> MU:Re8.1.T.IIa <i>Evaluate:</i> MU:Re9.1.T.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Creating an Original Jingle • Adding A Voice • Mash-up 		
Key Vocabulary	jingle, mashup, melody		

Unit Title	Jingles	Length of Unit	3-4 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • what is a jingle • characteristics of a jingle • strategies to use when developing jingles 	<ul style="list-style-type: none"> • create a jingle using teacher provided resources • collaborate with peers on the creation of a new jingle • write and record a jingle into Digital music software • create a complimentary melody to add to their jingle • analyze and evaluate professional jingles • develop and implement strategies to improve creative work

Assessments:	<ul style="list-style-type: none"> • Formative assessments, student work
Teacher Resources:	Digital music software