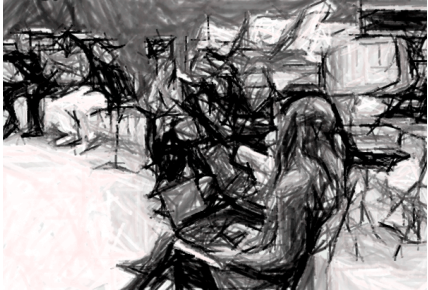
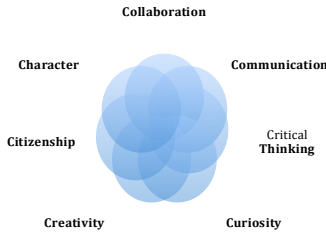


Content Area	Course: Music Technology	Grade Level: 9-12
<p>Music Technology</p> 	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>Exploring Mixcraft</li> </ul>	<ul style="list-style-type: none"> <li>1-2 Weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Sound Systems &amp; Audio Effects</li> </ul>	<ul style="list-style-type: none"> <li>1-2 Weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Composing with loops</li> </ul>	<ul style="list-style-type: none"> <li>2-3 Weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Composing with Piano</li> </ul>	<ul style="list-style-type: none"> <li>3-4 Weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Using and creating videos in Mixcraft</li> </ul>	<ul style="list-style-type: none"> <li>4-5 Weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Film Scoring</li> </ul>	<ul style="list-style-type: none"> <li>4-5 Weeks</li> </ul>	

Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> <li>• The understanding that creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul>
Perform	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• 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.</li> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures.</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Can respond to music that is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>
Connect	<ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>

\*Expectations are based on the National Coalition Core for Art Standards

<b>Unit Title</b>	<b>Exploring Mixcraft</b>	<b>Length of Unit</b>	1-2 Weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do individuals choose music to experience?</li> </ul>		
<b>Standards*</b>	<b>Create:</b> <i>Imagine:</i> MU:Cr1.1.T.HSIIa, <i>Plan &amp; Make</i> MU:Cr2.1.T.HSIIa, <b>Respond:</b> <i>Select:</i> MU:Re7.I.T.HSIIa		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Exploring Mixcraft,</li> <li>• Searching &amp; Selecting Loops,</li> <li>• Layering Tracks</li> </ul>		
<b>Key Vocabulary</b>	loop, loop library, genre, time signature, mixer, tracks, mute		

\*Standards based on National Coalition for Core Arts Standards. For more information visit:

<http://www.nationalartsstandards.org/sites/default/files/Music%20Tech%20Strand%20at%20a%20Glance%204-20-15.pdf>

<b>Unit Title</b>	<b>Exploring Mixcraft</b>	<b>Length of Unit</b>	1-2 Weeks
-------------------	---------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the basics of mixcraft including finding the loop library, selecting loops, and searching for loops based on genre, time signature and instrument.</li> </ul>	<ul style="list-style-type: none"> <li>generate musical ideas for various purposes and contexts.</li> <li>select and develop musical ideas for defined purposes and contexts.</li> <li>choose music appropriate for a specific purpose or context.</li> <li>create short compositions using the loop library in Mixcraft</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Student Created Compositions, Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, thsmusic.net

<b>Unit Title</b>	Sound Systems & Audio Effects	<b>Length of Unit</b>	1-2 Weeks
-------------------	-------------------------------	-----------------------	-----------

<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we discern musical creators' and performers' expressive intent?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> <li>• How do musicians make creative decisions?</li> <li>• When is creative work ready to share?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>
<b>Standards</b>	<p><b>Create:</b>  <i>Plan &amp; Make:</i> MU:Cr2.1.T.IIa, <i>Present:</i> MU:Cr3.2.T.IIa</p> <p><b>Perform:</b>  <i>Analyze:</i> MU:Pr4.2.T.IIa</p> <p><b>Respond:</b>  <i>Interpret:</i> MU:Re8.1.T.IIa, <i>Evaluate:</i> MU:Re9.1.T.IIa</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• The Purpose of Sound Systems,</li> <li>• Parts of a Sound System,</li> <li>• Time Based vs. Gain Based,</li> <li>• Effect Plug-Ins</li> </ul>
<b>Key Vocabulary</b>	sound system, mixer, channel strip, individual channel volume, pan, Equalizer (EQ), Monitors, mains, audio effect, signal processing, analog, digital, time based vs. gain based, delay, reverb, tremolo, flanger, octaver, phaser, compressor, chorus, overdrive, wah,

<b>Unit Title</b>	<b>Sound Systems &amp; Audio Effects</b>	<b>Length of Unit</b>	1-2 Weeks
-------------------	--	-----------------------	-----------

--	--	--	--

<b>Critical Content:</b> <b>My students will <b>Know</b>...</b>	<b>Key Skills:</b> <b>My students will be able to <b>(Do)</b>...</b>
<ul style="list-style-type: none"> <li>• Parts of a sound system and how to appropriately mix various performances to match the performance space</li> <li>• audio effects that impact that overall sound of a performance and why each would be used</li> </ul>	<ul style="list-style-type: none"> <li>• identify and demonstrate the different parts of a typical sound system</li> <li>• demonstrate appropriate set up of a sound system in a large performance space, such as a school auditorium and run a test of the set up to ensure appropriate sound levels will be achieved</li> <li>• compose music in Mixcraft using loops based on teacher created criteria around audio effects and sound systems</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Sound Systems Assessment, Student Compositions, Formative</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, thsmusic.net

<b>Unit Title</b>	<b>Composing with Loops</b>	<b>Length of Unit</b>	2-3 Weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• How do performers interpret musical works?</li> <li>• How does understanding the structure and context of music inform a response?</li> <li>• How do individuals choose music to experience?</li> </ul>		
<b>Standards</b>	<p><b>Create:</b>  <i>Imagine:</i> MU:Cr1.1.T.IIa, <i>Plant &amp; Make:</i> MU:Cr2.1.T.IIa <i>Evaluate &amp; Refine:</i> MU:Cr3.1.T.IIa</p> <p><b>Perform:</b>  <i>Interpret:</i> MU:Pr4.3.T.IIa</p> <p><b>Respond:</b>  <i>Analyze:</i> MU:Re7.2.T.IIa <i>Select:</i> MU:Re7.1.T.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Musical Form</li> <li>• Music Genres</li> <li>• Basic Music Theory (measures, key, tempo)</li> </ul>		
<b>Key Vocabulary</b>	<p>Loops, various musical genres (hip-hop, techno, rap) and forms (12 bar blues, AABA, etc), measure, tempo, key signature, time signature, repeat, chord progression</p>		

<b>Unit Title</b>	<b>Composing with Loops</b>	<b>Length of Unit</b>	2-3 Weeks
-------------------	-----------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• musical genres and forms</li> <li>• chord progressions found in popular genres of music</li> <li>• basic music theory including key terms to help them be successful in the composition of music in Mixcraft</li> </ul>	<ul style="list-style-type: none"> <li>• generate musical ideas for various purposes and contexts</li> <li>• select and develop musical ideas for defined purposes and contexts</li> <li>• evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</li> <li>• develop personal interpretations that consider creators' intent</li> <li>• analyze how the structure and context of varied musical works inform the response</li> <li>• choose music appropriate for a specific purpose or context</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Projects based on musical forms covered in class, original student compositions</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, thsmusic.net

<b>Unit Title</b>	<b>Composing with Piano</b>	<b>Length of Unit</b>	3-4 Weeks
-------------------	-----------------------------	-----------------------	-----------



<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• When is creative work ready to share?</li> <li>• How do performers select repertoire?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do musicians make creative decisions?</li> <li>• How do we discern musical creators' and performers' expressive intent?</li> </ul>
<b>Standards</b>	<p><b>Create:</b> MU:Cr1.1.T.IIa ,MU:Cr2.1.T.IIa, MU:Cr3.1.T.IIa, MU:Cr3.2.T.IIa</p> <p><b>Perform:</b> MU:Pr4.1.T.IIa, MU:Pr4.2.T.IIa, MU:Pr5.1.T.IIa</p> <p><b>Respond:</b> MU:Re8.1.T.IIa</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Basic Music Theory</li> <li>• Basic piano skills</li> <li>• Melodic Dictation</li> <li>• Composing</li> </ul>
<b>Key Vocabulary</b>	hand position, key identification, reading simple melodies, melodic dictation, whole note & rest, quarter note & rest, eighth note & rest, half note & rest, bar line, measure, repeat sign, time signature, key signature, treble clef, bass clef, staff

<b>Unit Title</b>	<b>Composing with Piano</b>	<b>Length of Unit</b>	3-4 Weeks
-------------------	-----------------------------	-----------------------	-----------

--	--	--	--

<b>Critical Content:</b> My students will <b>Know...</b>	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Basic piano skills &amp; music theory</li> <li>• the names of each key on the piano</li> <li>• proper hand position</li> </ul>	<ul style="list-style-type: none"> <li>• generate musical ideas for various purposes and contexts.</li> <li>• select and develop musical ideas for defined purposes and contexts.</li> <li>• evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</li> <li>• share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> <li>• select varied musical works to present based on interest, knowledge, technical skill, and context.</li> <li>• analyze the structure and context of varied musical works and their implications for performance.</li> <li>• analyze, decode and perform piano music at an level appropriate for each individual student</li> <li>• count, clap and perform rhythms using various rhythms appropriate for each individual student</li> <li>• decode and transcribe simple melodies onto staff paper</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Formative, Summative and interim assessments as determined by the instructor</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, piano resources, thsmusic.net

<b>Unit Title</b>	<b>Using and Creating videos in Mixcraft</b>	<b>Length of Unit</b>	4-5 Weeks
-------------------	--	-----------------------	-----------

<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• When is creative work ready to share?</li> <li>• How do performers interpret musical works?</li> <li>• How do individuals choose music to experience?</li> <li>• How do we discern musical creators' and performers' expressive intent?</li> </ul>		
<b>Standards</b>	<p><b>Create:</b>  <i>Plan &amp; Make:</i> MU:Cr2.1.T.IIa, <i>Evaluate &amp; Refine:</i> MU:Cr3.1.T.IIa, <i>Present:</i> MU:Cr3.2.T.IIa,</p> <p><b>Perform:</b>  <i>Interpret:</i> MU:Pr4.3.T.IIa</p> <p><b>Respond:</b>  <i>Select:</i> MU:Re7.1.T.IIa, <i>Interpret:</i> MU:Re8.1.T.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Importing Video into Mixcraft</li> <li>• Creating music to accompany video (both original and pre-existing)</li> <li>• Copyright</li> </ul>		
<b>Key Vocabulary</b>	import, video, sound clip, video file, export, copyright		

<b>Unit Title</b>	<b>Using and creating video in Mixcraft</b>	<b>Length of Unit</b>	4-5 Weeks
-------------------	---	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>copyright laws regarding appropriate use of music/ video</li> </ul>	<ul style="list-style-type: none"> <li>Select and develop musical ideas for defined purposes and contexts.</li> <li>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</li> <li>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> <li>import video (both new and pre-existing) into Mixcraft</li> <li>Develop personal interpretations that consider creators' intent.</li> <li>Choose music appropriate for a specific purpose or context.</li> <li>Support interpretations of musical works that reflect creators'/performers' expressive intent.</li> <li>import video into mixcraft from their device or another source</li> <li>create original and pre-existing soundtracks to videos</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Formative and summative assessments, student compositions</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, student generated videos, videos & music in public domain, thsmusic.net

<b>Unit Title</b>	<b>Film Scoring</b>	<b>Length of Unit</b>	4-5 Weeks
-------------------	---------------------	-----------------------	-----------

<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do performers select repertoire?</li> <li>• How do performers interpret musical works?</li> <li>• How do individuals choose music to experience?</li> <li>• How do we discern musical creators' and performers' expressive intent?</li> </ul>
<b>Standards</b>	<b>Create:</b> <i>Imagine:</i> MU:Cr1.1.T.HSII, <i>Plan &amp; Make:</i> MU:Cr2.1.T.HSII, <b>Perform:</b> <i>Select:</i> MU:Pr4.1.T.HSII, <i>Interpret:</i> MU:Pr4.3.T.HSII, <b>Respond:</b> <i>Select:</i> MU:Re7.I.T.HSII
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Film Scoring,</li> <li>• Film Composers</li> </ul>
<b>Key Vocabulary</b>	film, score, composer, expression, mood

<b>Unit Title</b>	<b>Film Scoring</b>	<b>Length of Unit</b>	4-5 Weeks
-------------------	---------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>popular film composers</li> </ul>	<ul style="list-style-type: none"> <li>generate musical ideas for various purposes and contexts</li> <li>select and develop musical ideas for defined purposes and contexts</li> <li>support interpretations of musical works that reflect creators'/performers' expressive intent</li> <li>select varied musical works to present based on interest, knowledge, technical skill, and context</li> <li>develop personal interpretations that consider creators' intent</li> <li>choose music appropriate for a specific purpose or context</li> <li>create a soundtrack to a film of their choice</li> <li>demonstrate an understanding of expression and mood in relation to the film score</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Student Projects, Formative and summative assessments</li> </ul>
<b>Teacher Resources:</b>	Mixcraft, thsmusic.net