

Digital Music for Musicians and Non-Musicians

Curriculum/Content Area: General music middle or high school	Course Length: one semester
Course Title: Digital Music for Musicians and Non-Musicians	Date last reviewed:
Prerequisites: none	Board approval date: November 2018
Primary Resources: <ul style="list-style-type: none"> ● Garageband ● Online virtual instruments, keyboard, guitar, ukulele etc. ● Composition software, Noteflight, Finale, etc. 	

Desired Results

Course description and purpose: This course will allow students who have little or no music experience to create their own music experience through the use of virtual instruments and the music mixing program GarageBand. Students will learn the “language of music” through an introduction to the elements; melody, harmony, rhythm, timbre, texture and form. Students will explore how to create with the music platform GarageBand. Students will analyze how music creates and adds meaning to other artistic works including film. Students will analyze and identify the elements of the musical genre of their choice. Finally students will implement their learning by designing and creating a final project. Potential projects include: songwriting, recording and mixing, creating ringtones, creating a music focused podcast, composing and mixing an instrumental work, or creating an original music video.

Enduring Understandings:	Essential Questions:
STANDARD 1 - CREATE: <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● 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. 	STANDARD 1 - CREATE: <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share?
STANDARD 2 - 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 	STANDARD 2 - PERFORM: <ul style="list-style-type: none"> ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance?

<p>performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 	<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
<p>STANDARD 4 - CONNECT:</p> <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. 	<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Priority Standards

Standard 1 - CREATE Students will generate, develop, and refine artistic work

Standard 2 - PERFORM Students will analyze, develop, and convey meaning through the presentation of artistic work

Standard 3 - RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work

Standard 4 - CONNECT Students will relate prior knowledge and personal experience with music to cultural and historical context

General Music

General Music Secondary Level

Standards:

Standard 1 - CREATE

- MG1.Cr.13.h: Design and develop musical compositions for voices or instruments.
- MG1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
- MG1.Cr.15.h: Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.
- MG1.Cr.16.h: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines to demonstrate creativity in the elements of music.

Standard 2 - PERFORM

- MG2.P.16.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- MG2.P.19.h: Illustrate how the setting, and elements of music, contribute to the context and expressive qualities of the music.

Standard 3 - RESPOND

- MG3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
- MG3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
- MG3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- MG3.R.18.h: Reflect upon and critique performances using grade- appropriate music vocabulary.

Standard 4 - CONNECT

- MG4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
- MG4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.

Learning Targets:

Standard 1 - CREATE

- I can create a composition for instrument, virtual instrument, or voice(s) that addresses musical form, harmony and expression. MG1.Cr.13.h
- I can display knowledge of chord progressions through improvisation or composition. MG1.Cr.14.h
- I can arrange a melody or song in a new musical setting. MG1.Cr.16.h
- I can create music using virtual instruments, recordings, and mixing music tracks. MG1.Cr.15.h
- I can use technology to create a soundtrack that adds musical effect to video. MG1.Cr.15.h:

Standard 2 - PERFORM

- I can display music literacy through performance on an instrument, virtual instrument, or voice. MG2.P.16.h
- I can harmonize simple melodies on keyboard or other instrument. MG2.P.16.h
- I can demonstrate how to use expression and the elements of music to create a musical performance that has meaning. MG2.P.19.h

Standard 3 - RESPOND

- I can critique the musical creations of myself and others and give quality feedback. MG3.R.16.h
- I can use technology to express my own musical ideas. MG3.R.15.h
- I can identify the elements of music in a variety of genres. MG3.R.14.h

Standard 4 - CONNECT

- I can analyze how music impacts mood and setting in movies and other artistic forms. MG4.Cn.13.h
- I can compare and contrast musical elements across musical genres. MG4.Cn.15.h

Assessment Evidence:

This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways? Include standards-reference rubrics and learning continuums in this section once they are developed.

Performance Assessment Options

May include, but are not limited to the following:

❖ Create Assessments

Composition checklists and self assessments, student created rubric that address quality and effectiveness of the musical work

❖ Perform Assessments

Notation, rhythm and vocabulary assessments, student created rubrics for project assessment

❖ Respond Assessments

Student created assessments that address genres, musical purpose, and effectiveness of peer feedback

❖ Connect Assessments

Student reflection and self-assessments

Other assessment options

May include, but are not limited to the following:

❖ Teacher observation and feedback

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Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

This class requires ipads updated to IOS 12 with GarageBand for each student.