



Grade 7/8 Digital Music - Unit 3 - Bass Lines

Unit Focus

Unit 3 will focus on the link between the drum groove and the bass. Students will understand the different relationships between the kick drum and the bass, as well as how to visualize music through the understanding of the keyboard. They will experiment with writing chord progressions, and, through this work, students will learn to create and play highly dynamic bass lines. Students will understand the musical concepts learned and mastered with purposeful practice. At the end of this unit, students will write a drum groove and a bass line with octave jumps and leading tones.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 7 <ul style="list-style-type: none"> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. (MU:Cr1.1.7.a) Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. (MU:Cr2.1.7.b) Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. (MU:Cr3.1.7.a) Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent. (MU:Cr3.2.7.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<i>Students will keep considering...</i> Q1 K-3: What does quality look/feel/ sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? Q2 How does knowing more about the topic change or deepen my understanding? Q3 How do I use what I visualize/ imagine and make it come to life? Q4 How much freedom do I have to be creative and also work within established criteria? Q5 What am I learning or have I learned from creating this work of art?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the rhythmic relationship between the bass and the kick drum	<i>Students will be skilled at...</i> S1 playing the piano with the left hand in C position. S2 writing and recording an original drum and bass groove.

Stage 1: Desired Results - Key Understandings

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K2 how to identify the notes on a piano keyboard
K3 proper playing position of the left hand notes in C position on the keyboard.
K4 octave jumps and leading tones.
K5 a chord progression is a sequence of chords.