



Grade 9-12 Piano & Digital Audio - Unit 3 - The Fundamentals of Composing and Expanded Keyboard Fluency

Unit Focus

In this unit, students will begin to compose original melodies and chord progressions, as well as expand their knowledge and range of the keyboard. In addition, students will explore the sound palette of the DAW software in order to make informed choices regarding their compositions.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Technology: HS Accomplished <ul style="list-style-type: none">Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources. (MU:Cr1.1.T.HSII.a)Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. (MU:Cr3.1.T.HSII.a)Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6.1.T.HSII.a) Music Technology: HS Proficient <ul style="list-style-type: none">Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.0.T.HSI.a)Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests. (MU:Re9.1.T.HSI.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)Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)	<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	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 the harmonic and melodic structure of a song can be moved to another key, while still maintaining its integrity. U2 major scales and chords other than C major need to be altered using accidentals. U3 a composer's choices inform the response a piece elicits.	<i>Students will keep considering...</i> Q1 How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/emotional response? Q2 How much freedom do I have to be creative and also work within established criteria?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how to construct a major scale and the corresponding triads in the key of G. K2 that layering parts creates texture.	<i>Students will be skilled at...</i> S1 creating their own chord progression using the chord map and adding their own original melody. S2 playing a G major chord (blocked and arpeggiated) with the proper hand position, using both hands, in different inversions. S3 playing the G scale and arpeggios with proper fingering in both hands. S4 playing the G chord with LH and G scale/ arpeggio with RH, and then switching hands. S5 performing appropriate solos.