

## Unit 2: Remixes and Mash-Ups

18 Class Meetings

Music Technology

Revised May 2023

### Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do we discern musical creators' and performers' expressive intent?

### Enduring Understandings with Unit Goals

**EU 1:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

- Analyzing works from various artists
- Reflecting on how our background knowledge and lifestyle can influence our artistic choices

**EU 2:** Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

- Analyze and defend artistic performance and decisions
- Composing music based on our choices and context

### Standards

#### Common Core State Standards:

**MU:Cr1.1.T** Generate and conceptualize artistic ideas and work.

**MU:Cr2.1.T** Organize and develop artistic ideas and work.

**MU:Cr3.2.T** Refine and complete artistic work.

**MU:Pr4.1.T** Analyze, interpret, and select artistic work for presentation.

**MU:Pr5.1.T** Develop and refine artistic work for presentation.

**MU:Pr6.1.T** Convey meaning through the presentation of artistic work.

**MU:Re7.1.T** Perceive and analyze artistic work.

**MU:Re8.1.T** Interpret intent and meaning in artistic work.

**MU:Re9.1.T** Apply criteria to evaluate artistic work.

**MU:Cn10.0.T** Synthesize and relate knowledge and personal experiences to make art.

**MU:Cn11.0.T** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

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### Unit Content Overview

#### 1. Mash-Ups

- Analyze popular songs
- Arrange multiple songs together
- **Vocabulary-** Mash-Up, Arrange

#### 2. Sampling

- Define and demonstrate use of sampling in mash-ups and remixes
- Analyze music from various genres

#### 3. Remixes

- Analyze popular songs
- Arrange themes/ hooks into songs
- Compose remixes of existing songs
- **Vocabulary-** inversion, retrograde, imitation, Diminution, Augmentation, and Sequencing,

#### Interdisciplinary Connection:

- Social Studies- Societal Influences
- Science/ Math – Word Problems

### Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Create a simple mash-up using two different songs.
  - *What is a mash-up?*
- Generate beginning ideas for a complex mash-up using at least three different songs.
  - *What is the difference between a mash-up and a remix?*
- Compare and Contrast mash-ups with peers'.
- Evaluate and reflect on creation process of mash-up project.
- Create new musical material based on analysis from popular songs.
- Understand the function of key in music regarding musical compatibility.

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- Create simple chordal accompaniment.
- Compose an 8 measure melody using techniques such as inversion, retrograde, imitation, Diminution, Augmentation, and Sequencing.
- Identify various editing strategies used in remixes of popular songs.
- Alter a pre-existing melody from a current piece of music .
- Compose a song using an existing piece as inspiration.
- Evaluate composition projects through peer review.
- Revise composition project for final submission.
- Demonstrate mastery of remix concept through presentation of project.
- Evaluate student work through reflection.

### Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

#### EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

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### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Warm-ups (SBAC)
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework

#### **SUMMATIVE ASSESSMENTS:**

- Vocab Quiz
- Mash-Up Reflection
- Remix Reflection
- “Let’s Remix This Business”- Performance Task

### Unit Task

**Unit Task Name:** “Let’s Remix This Business”- Performance Task

**Description:** Students will use information learned in this unit to create a 2-3 minute piece based on a chosen preexisting song. (EU2) This composition will have various stages of creation, critical listening, and refining, all of which will help students generate musical ideas of their own. (EU2) After the composition is complete, students will write a reflection explaining why they made the musical choices they did.

**Evaluation:** Summative Assessment and Future Rubric in 2021-2022 school year

### Unit Resources

- Flipped Google Classroom Videos
- Worksheets
- Laptops
- Edulastic
- Chrome Songmaker
- Noteflight