

Unit 3: Basic Composition

Music Technology

12 Class Meetings

Revised May 2023

Essential Questions

- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians improve the quality of their creative work?

Enduring Understandings with Unit Goals

EU 1: Musicians' presentation of creative work is the culmination of a process of creation and communication.

- Analyze model work for examples
- Reflect on composition process

EU 2: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

- Listen and evaluate our own and our peer's work
- Utilize scoring guide for reference in compositions

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

- **Generating Creative Ideas**
 - Demonstrating Vulnerability and openness to new ideas
 - Understanding Trial and error method
 - Utilizing personal experience to guide idea generation
 - **Vocabulary-** Vulnerable, creativity, improvisation

 - **Refinement Through Reflection**
 - Defining what is considered “high quality”.
 - Compare and contrast works from various artists.
 - **Vocabulary-** quality, reflection,

 - **Essential Elements of Music**
 - Identify the elements of music.
 - Analyze music from various genres.
 - **Vocabulary-** beat, rhythm, rest, tempo, dynamics, staff, measure, key signature, time signature
- Interdisciplinary Connection:**
- Language Arts - Word Problems
 - Science – Word Problems

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Discover sounds from the environment that can be used in music.
- Create a brief piece of music using everyday sounds.
- Generate a simple song using improvisation and exploration.
- Generate musical ideas from various sources of inspiration.
- Compose a thorough piece of music utilizing the scoring guide as reference.
- Revise previous work from composition project.
- Evaluate compositions through peer review.
- Present composition projects.
- Reflect on composition process through discussion and writing.

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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
- Adapt/ Change location of recording environment

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

Assessments

FORMATIVE ASSESSMENTS:

- Warm-ups
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework
- Reflections
- To Compose or Decompose? – Performance Task
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Found Sounds Composition
- To Compose or Decompose? - Performance Task

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Unit Task

Unit Task Name: To Compose or Decompose? – Performance Task

Description: Students will compose a two to four (2-4) minute piece of music based on personal inspiration and exploration. (EU2) The composition process will have several steps, including at least one round of peer review and personal reflection articulating why certain musical decisions were made, as well as things the composer is most proud of and things they would want to change/ continue editing if given the time. (EU1) These projects will then be presented and evaluated by themselves and peers using the rubric created by the class. (EU2)

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

Unit Resources

- Flipped Google Classroom Videos
- Worksheets
- Soundtrap
- Songmaker
- Laptops