



Grade 9-12 Intro to Music Technology - Unit 2 - Basic Musical Skills

Unit Focus

In this unit, students will learn how to create rhythms using a MIDI controller. Students will also learn basic piano skills. Both of these elements will allow them to create original compositions. This unit will culminate with a small original project that will utilize the skills learned.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Technology: HS Proficient <ul style="list-style-type: none">Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools. (MU:Cr1.1.T.HSI.a)Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas. (MU:Cr3.2.T.HSI.a)Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances. (MU:Pr4.2.T.HSI.a)Demonstrate an understanding of the context of music through prepared and improvised performances. (MU:Pr6.1.T.HSI.b)Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response. (MU:Re7.2.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)Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<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 music has form and structure. U2 the beat is the pulse of music and the subdivision of a beat is variable depending on the note/rest value. U3 a metronome is a means for keeping a steady tempo. U4 the visual structure of the DAW software relates to the time and space of the music. U5 triads are a guide to melodic creation and structure. U6 the keyboard follows a repeated alphabetical pattern of black and white keys.	<i>Students will keep considering...</i> Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q3 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? Q4 How does knowing more about the topic change or deepen my understanding?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how to quantize beats and patterns in order to line up with a steady pulse. K2 the basic visual pattern of the piano keyboard. K3 basic triads on the piano keyboard. K4 basic rhythmic patterns using whole, half, quarter, and eighth notes. K5 how to create and layer original tracks.	<i>Students will be skilled at...</i> S1 playing basic triads on the piano keyboard. S2 creating original bass lines. S3 creating drum beats using the different sounds of the drum kit. S4 using automations to help with the arrangement of an original composition. S5 trimming, splitting and extending tracks. S6 punching in. S7 editing and quantizing using the piano roll.