

Catasauqua Area School District Planned Course of Study

Course Title: Digital Music Composition

Grade Level(s): 9th- 12th

Text: Elementary Harmony (2nd Edition)
Tonal Harmony Workbook

Course Description

Students will study the rules of composition (part-writing) and in the end compose simple compositions. The course will analyze musical selections to study what previous composers have done as well as train the students' listening skills to identify intervals, chord progressions, simple melodies, and types of chords. This information learned will be utilized in the program entitled GarageBand. This program is located on all iPads and is an Apple product. The students will use this program to compose compositions, using different cultural aspects and musical forms to manipulate the music they create to reach the goal they desire.

Essential Questions & Competencies

- Why is it important to be able to create, recreate, and perform music independently?

Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important

- How do musicians compare their work to the work of others?

Analyze their own performances and compositions and make judgements about their own works as compared with those of other performers and composers.

- As technology has changed, how has it changed the way we make music?

Contemporary technology allows people to share and collaborate on musical ideas.

- How do musicians compare their work to the work of others?

Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.

- Why is it important to be able to create, recreate and perform music independently?

While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.

- How do composers continue to grow their craft?

Composers study the works of other composers and through what they learn, they add elements of others into their own work. This will cause the composer's work to evolve and continue to grow.

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Course Syllabus

Course Content	Tentative Timeframe	State Standards
Chapter 1: The Fundamentals of Music Page 1- 15	1 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Chapter 4: Rhythm Pages 51-65 Chapter 12: Subdivision of the Beat Pages 155- 157	2 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Chapter 2: A Survey of Harmonic Material Page 16- 36	1 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Chapter 5: The Melodic Line Page 66- 75 Chapter 16: The Melodic Line Continued Page 220- 229 Introduction of GarageBand	2 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Chapter 6: The Connection of Chords Pages 76- 85 GarageBand: Creating and Recording Melodies	1 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Chapter 7: The Minor Triad (The Melodic Line in Minor) Pages 86- 93 GarageBand: Editing Live Loops and using them for background tracks	1 Week (Continued practice throughout the course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D

<p>Chapter 10: Further Use of the Three Principal Triads Pages 118- 133</p> <p>GarageBand: Combining Melodic Lines and Background tracks</p>	<p>1 Week (Continued practice throughout the course)</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
<p>Chapter 11: The Triad in Inversion Pages 134- 154</p> <p>Continue combining melodic lines and background tracks Discuss different musical forms: Simple Binary, Complex Binary, Ternary, Rondo, and Strophic Forms</p>	<p>1 Week (Continued practice throughout the course)</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
<p>Chapter 17: The Submediant and Mediant Triads Pages 230- 259</p> <p>Chapter 15: The Supertonic Triad Pages 204- 219</p> <p>GarageBand: Students will create two 1 minute pieces using both Binary Forms.</p>	<p>2 Week (Continued practice throughout the course)</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
<p>Chapter 13: Non-Harmonic Tones and Harmonizing Melodies at the Keyboard. Pages 158- 183</p> <p>Understanding how to create expressive lyrics GarageBand: Compose a piece using Ternary Form and add lyrics to the music</p>	<p>2 Week (Continued practice throughout the course)</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
<p>GarageBand: Compose 2 pieces using both Rondo and Strophic Form</p>	<p>2 Week (Continued practice throughout the course)</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

Teaching Strategies Utilized

Direct Instruction	Independent Practice
Modeling	Technology Integration to Support and Enhance Learning
Demonstration	Guided Practice

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Identify the different parts of the musical staff - Start to read the different notes on both the Treble and Bass Staves - Identify the different forms of notations 	<p>- Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music.</p>	<ul style="list-style-type: none"> - Students will take notes using both notebook paper and music composition paper. These notes will be on the lecture of the different parts of the musical staff. - Students will receive an information page with all the notes on both the Treble and Bass Clef - Students will be given a worksheet in which they will complete. This worksheet will be identifying the notes on both the Treble and Bass Staves. - Students will use www.musictheory.net to practice identifying different notes on the staves. 	<ol style="list-style-type: none"> 1. The worksheets of identifying the different notes on the staff. 2. How well they answer questions throughout the lectures and discussions. 3. How well they practice using the website. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

Resources/Materials

Elementary Harmony Textbook
Tonal Harmony Workbook
www.musictheory.net

Interdisciplinary Relationships

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Identify the different parts of the musical staff - Start to read the different notes on both the Treble and Bass Staves - Identify the different forms of notations - Understand how rhythms are used to create full measures (determined by the set time signatures) - Identify the different time signatures - Breakdown the different beats and their patterns to know how to subdivide all the different note values 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<ul style="list-style-type: none"> - Students will take notes using both notebook paper and music composition paper. These notes will be on the lecture of the different parts of the musical staff. - Students will receive an information page with all the notes on both the Treble and Bass Clef - Students will be given a worksheet in which they will complete. This worksheet will be identifying the notes on both the Treble and Bass Staves. - Students will use www.musictheory.net to practice identifying different notes on the staves. - Students will have examples to complete from the Elementary Harmony Textbook - Students will complete worksheets from the Tonal Harmony Workbook (pgs. 11-13) 	<ol style="list-style-type: none"> 1. The worksheets of identifying the different notes on the staff. 2. How well they answer questions throughout the lectures and discussions. 3. How well they practice using the website. 4. Students will complete the worksheets from the Tonal Harmony Workbook. 5. After spending days working on rhythms and note identification, the students will then have a quiz/exam on 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Identify the different parts of the musical staff - Start to read the different notes on both the Treble and Bass Staves - Identify the different forms of notations - Understand how rhythms are used to create full measures (determined by the set time signatures) - Identify the different time signatures - Identify and work on the musical scales (Major Scales) - Notate the different scale degrees and create the different Triads - Identify the inversions of the triads 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<p>Students will take notes using both notebook paper and music composition paper. These notes will be on the lecture of the different parts of the musical staff.</p> <ul style="list-style-type: none"> - Students will receive an information page with all the notes on both the Treble and Bass Clef - Students will be given a worksheet in which they will complete. This worksheet will be identifying the notes on both the Treble and Bass Staves. - Students will use www.musictheory.net to practice identifying different notes on the staves. - Students will have examples to complete from the Elementary Harmony Textbook 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will complete the worksheets from the Tonal Harmony Workbook. 3. How well they practice using the website. 4. Complete worksheets that will have the students identify the different Triads and their inversions. 5. Complete other worksheets that will help the students write and identify the different Major and minor scales. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Understand how rhythms are used to create full measures (determined by the set time signatures) - Identify the different time signatures - Identify and work on the musical scales (Major Scales) - Notate the different scale degrees and create the different Triads - Identify the inversions of the triads - Create simple melodic lines and learn the rules to creating those melodies. - Understand how to open up and go to the home page of GarageBand (where they will need to go to in order to finish their assignments) 	<ul style="list-style-type: none"> - Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - Students will start to create simple melodies on music manuscript paper within the correct key signature. - Students will complete worksheets that will help them practice writing their scales and write/identify the different triads and their inversions. - Students will start to work in GarageBand and create a file used for them to explore the program and all it offers. - Students will work in the website www.musictheory.net to help practice the concepts they are currently working on. 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will complete the worksheets from the Tonal Harmony Workbook. 3. How well they practice using the website. 4. Complete worksheets that will have the students identify the different Triads and their inversions. 5. Complete other worksheets that will help the students write and identify the different Major and minor scales. 6. Students will be able to start to use GarageBand and will create a simple file to turn in. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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Grade Level: 9-12

Objectives	Competencies	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Continue to understand the different part-writing rules - Create simple harmonies to put underneath their already created melodies - Use the live loops option located in GarageBand - Start to understand how a Melodic line fits into a Minor Key and what they need to do to continue to create that minor sound. 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - Students will continue to work on the reinforcement of the part-writing rules through a worksheet. They can work in pairs to discuss which rules to use and why. - Students will continue to work in GarageBand and start to play with the live loops. They will find loops that will work best with their melodies. - Students will work on a worksheet that helps them understand how melodies work in a minor key 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will take their simple melodies (which are recorded in GarageBand) and start to add different Live Loops to them. 3. Students will have more worksheets to complete to help reinforce the different part-writing rules. 4. Students will be given a worksheet which will be used to reinforce the minor keys. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Understand the principles of the musical triads and their inversions of them. - Understand and identify the different part-writing rules that go along with the inversions of triads - Identify different styles of music being played and the key characteristics of each style. - Create a 2 minute piece that will be recorded in GarageBand using different styles of music and different chordal structures. 	<ul style="list-style-type: none"> - Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - Students will continue to work on the reinforcement of the part-writing rules through a worksheet. They can work in pairs to discuss which rules to use and why. - Students will complete worksheets which emphasize the different triad inversions and the rules that accompany the triads in music. - Students will listen to different styles of music and identify them through the characteristics that each piece contains - Students will start working on a composition in which they will add the elements of melody and harmony in a chosen style of music. 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will have more worksheets to complete to help reinforce the different part-writing rules. 3. Students will start and work on their composition piece which they will put in GarageBand 4. Students will have listening examples which they will need to identify the style of music each one is. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Learn the use of the submediant, mediant, and supertonic chords within a piece of music. - Continue to work on their GarageBand assignment of creating a 2 minute piece within a certain musical style - Start to learn the different forms which music can be written in <ul style="list-style-type: none"> - Simple Binary - Complex Binary - Ternary - Rondo - Strophic 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - Students will continue to work on the reinforcement of the part-writing rules through a worksheet. They can work in pairs to discuss which rules to use and why. - Students will continue working on a composition in which they will add the elements of melody and harmony in a chosen style of music. - Students will receive worksheets to complete identifying the different types of musical forms. Tonal Harmony pgs. 22-25 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will have more worksheets to complete to help reinforce the different part-writing rules. 3. Students will start and work on their composition piece which they will put in GarageBand 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Write two 1 minute pieces on GarageBand that will represent the forms of Simple Binary and Complex Binary. - Understand and utilize nonharmonic tones when composing music - Start utilizing different aspects of GarageBand and learning all the different functions that can be utilized when creating a GarageBand piece. 	<ul style="list-style-type: none"> - Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - Students will be given worksheets to identify nonharmonic tones in music. These worksheets will make them identify all the different chords being used so they understand what melodic notes work within the chords and what ones do not. - Students will start working on their two 1 minute pieces on GarageBand. One piece will be in Simple Binary Form while the other piece will be in Complex Binary Form. They will first compose their pieces on paper and then record it on GarageBand 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will have more worksheets to complete to help reinforce the different part-writing rules. 3. Students will start and work on their composition piece which they will put in GarageBand 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Continue to compose their two 1 minute compositions - Continue to explore the different features that are offered in the program. - Continue to discuss how nonharmonic tones work within a chordal structure and how they can be passing tones from one chord to the next. 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - The students will continue to work on their composition using both binary forms. - Students will complete a worksheets from the Tonal Harmony Workbook about nonharmonic 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will have more worksheets to complete to help reinforce the different part-writing rules. 3. Students will start and work on their composition piece which they will put in GarageBand 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
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<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> - Compose a piece in a certain assigned style of music using both live loops and recorded instruments. - Continue to review and analyze the chordal structure of different pieces. 	<ul style="list-style-type: none"> - Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> - The students will continue to work in GarageBand as they work through all the different aspects to what this program offers. - The students will receive worksheets from the Tonal Harmony Workbook (Pages 57-60) where they will then analyze the harmonic structure of the examples and identify the part-writing rules that were used. 	<ol style="list-style-type: none"> 1. How well they answer questions throughout the lectures and discussions. 2. Students will have more worksheets to complete to help reinforce the different part-writing rules. 3. Students will start and work on their composition piece which they will put in GarageBand 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

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