

**Course:** *Tech in Music I*  
**Unit #:** 2 - *Performing, Presenting, and Producing*

**Year of Implementation:** 2021-2022

**Curriculum Team Members**

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**Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.

1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

1.3E.12acc.Pr4c: Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

***Career Readiness, Life Literacies, and Key Skills***

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

**Transfer Goal:** Students will be able to independently use their learning to produce, present and perform music created using their experience, training and knowledge gained using digital tools.

As aligned with LRHSD Long Term Learning Goal(s):

- develop creative thinking and problem-solving skills.
- understand the principles that govern the elements of music.

Enduring Understandings

Students will understand that. . .

*EU 1*

to express their musical ideas, musicians analyze, evaluate and refine their performance over time.

*EU 2*

knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

*EU 3*

the context, and how a work is presented influence audience response.

Essential Questions

*EU 1*

- How do musicians improve the quality of their performance?

*EU 2*

- How do performers select repertoire?
- What tools can performers/producers use to refine their musical performance/presentation?

*EU 3*

- When is a musical work ready to present?
- How do context and the manner in which a musical work is presented influence audience response?

## Knowledge

Students will know . . .

### EU 1

- the elements of music (harmony, melody, rhythm, form, etc.) and their role in expressing ideas. (1.3E.12prof.Pr4a)
- systems of analysis. (1.3E.12acc.Pr4c)
- how to critique in a constructive way. (1.3E.12prof.Pr4a)
- reviewing and revising their work will produce a better performance/presentation. (1.3E.12acc.Pr4c)

### EU 2

- where the influence of songs they listen to is rooted. (1.3E.12prof.Pr4c)
- how their music would fit into the lineage of a genre. (1.3E.12prof.Pr4c)
- ways to vary their setlist for live performance. (1.3E.12acc.Pr4c)

### EU 3

- how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. (1.3E.12acc.Pr4c)

## Skills

Students will be able to . . .

### EU 1

- identify and describe the elements of music. (harmony, melody, rhythm, form, etc.)(1.3E.12prof.Pr4a)
- explain how to analyze a performance and provide feedback for further improvement.(1.3E.12prof.Pr4a)
- develop criteria to select sound resources to study based on interest (1.3E.12acc.Pr4c:)
- apply criteria to select sound resources to perform based on interest (1.3E.12acc.Pr4c:)
- use their skill as a performer and the understanding of musical characteristics to review and revise their work (1.3E.12acc.Pr4c:)
- use digital tools to review and revise their work (1.3E.12acc.Pr4c:)
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### EU 2

- produce music that is indicative of a certain genre.(1.3E.12prof.Pr4c)
- listen and identify what makes a certain song fit into a genre.(1.3E.12prof.Pr4c)
- string together a playlist of original work made up of varying styles.(1.3E.12prof.Pr4c)

### EU 3

- critique, using musical criteria, the quality of a work or a performance.(1.3E.12prof.Pr4c)
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- formulate an opinion applying musical criteria on how a musical work or performance communicates, or doesn't communicate emotion to an audience.(1.3E.12prof.Pr4c)

## Stage Two - Assessment

### Other Evidence:

- Listening Journals
- Performance Critique Discussions
- Tests/Quizzes on the elements of music
- Small projects on isolated elements of music and their combination

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Listen to major/minor chords and establish how they typically convey specific emotions (A, EU1)
- Apply new understanding of music fundamentals to enhance a project from unit 1, such as harmony, melody, rhythm, form, etc. (T, EU1)
- Review basic elements of melody, harmony, and form as they are applied in a new DAW (T, EU1)
- Trace the lineage of certain drum grooves through the study of genre (A, EU2)
- Recreate drum grooves within different genres (M,EU2)
- Utilize original patterns in a step sequencer to identify how the swing function changes the style of a song (M, T, EU3)
- Examine how the famous I-vi-V-IV progression exists in nearly every genre of music (A, EU2)
- Apply I-vi-V-IV progression to an existing original composition and compare to selected professional songs that use the same chords (M, EU2)

- Transcribe an existing drum pattern of a choice song and build an original song around the structure of the beat (T, EU 2)
- Explore how a band/artist can have a consistently personal “sound” throughout different songs. (T, EU2)
- Edit an existing song from unit 1 to be more characteristic of the genre it was intended to convey (M, T, EU 1)