

MUSIC TECHNOLOGY

Grades 11, 12

Unit of Credit: One Semester or One Year (Elective)

Prerequisite: Two years of music training or consent of the instructor

Course Overview:

Students will compose, arrange and develop music theory skills through the use of computer based music technology. The class will enable students to study the elements of music for their own edification or as preparation for those students who will be college-bound music majors. Students will be assessed through oral and written assignments and exams, reports and participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets (Type):

- 1) I can sing a simple melodic line. (S)
- 2) I can sing the melody I've created. (S)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

Learning Targets (Type):

- 1) I can sing familiar themes and melodies. (S)

Benchmark 3: Students demonstrate well-developed ensemble skills.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Learning Targets (Type):

- 1) I can perform a piece of my own creation on the computer. (K,S,P)
- 2) I can create a duet with another student and perform it for the class. (K,S,P)

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Learning Targets (Type):

- 1) I can identify intervals. *(K)*
- 2) I can identify major and minor keys. *(K)*
- 3) I can identify common musical forms. *(K)*

Benchmark 3: Students perform in small ensembles with one student on a part.

Learning Targets (Type):

- 1) I can use traditional music notation in my compositions. *(K, S)*
- 2) I can identify the names of musical terms. *(K)*
- 3) I can identify and use the appropriate music terms and styles. *(K, S, P)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

Learning Targets (Type):

- 1) I can improvise a simple major, minor or modal melody. *(K,S,P)*
- 2) I can improvise using an ostinati accompaniment. *(K,S,P)*
- 3) I can improvise using a basic question and answer phrase. *(K,S,P)*

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Learning Targets (Type):

- 1) I can improvise rhythmic and melodic variations on a given pentatonic melody.
(K,S,P)

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Learning Targets (Type):

- 1) I can improvise an original melody in a variety of styles. *(K,S,P)*
- 2) I can improvise a melody and maintain a consistent style, meter and tonality. *(K,S,P)*
- 3) I can improvise a melody over a series of chord progressions. *(K,S,P)*

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

Learning Targets (Type):

- 1) I can compose music in several distinct styles. *(K,S,P)*
- 2) I can identify the elements of music needed to produce an expressive effect. *(K)*

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Learning Targets (Type):

- 1) I can arrange pieces of music for voices and instruments other than those written.
(K,S,P)
- 2) I can preserve or enhance the original expressive effect of my arranged music.
(K,S,P)

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Learning Targets (Type):

- 1) I can compose and arrange music for various instruments. *(K,S,P)*
- 2) I can identify the appropriate ranges of the instruments I use in my music. *(K)*
- 3) I can produce music that uses instruments ranges appropriately. *(K,S,P)*

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Learning Targets (Type):

- 1) I can identify and perform in various meters. *(K,S,P)*
- 2) I can select the appropriate staff and clef for my music. *(K)*
- 3) I know the function of sharps, flats and natural signs. *(K)*
- 4) I can understand and utilize terms for tempo, dynamics and style in English or Italian. *(K,S,P)*

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Learning Targets (Type):

- 1) I can identify basic notation. *(K)*
- 2) I can produce music manuscript correctly using notation. *(K,P)*
- 3) I can place the correct number of beats and note values into a measure. *(K, P)*
- 4) I understand the concept of augmentation and diminution and can reproduce those concepts in music I've written. *(K,S,P)*

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Learning Targets (Type):

- 1) I can analyze the theory and form of the Renaissance Period. *(K)*
- 2) I can analyze the theory and form of the Baroque Period. *(K)*
- 3) I can analyze the theory and form of the Classical Period. *(K)*
- 4) I can analyze the theory and form of the Romantic Period. *(K)*
- 5) I can analyze the theory and form of the 20th Century Period. *(K)*
- 6) I can analyze the theory and form of the Modern Period. *(K)*

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

Learning Targets (Type):

- 1) I can identify monophonic, homophonic and polyphonic musical textures.

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Learning Targets (Type):

- 1) I can identify and define the afore named terms. *(K,S)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

Learning Targets (Type):

- 1) I can name the criteria I use to evaluate musical performance and compositions. *(K,S,)*
- 2) I can apply those criteria to effectively evaluate music that I hear. *(S,R)*

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Learning Targets (Type):

- 1) I can identify various musical forms by ear. *(S,R)*
- 2) I can identify and analyze qualities of music by listening. *(K,S,R)*
- 3) I can use a rubric I've developed to analyze music performance. *(K,S,R)*
- 4) I can use a rubric I've developed to analyze a composition. *(K,S,R)*

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

Learning Targets (Type):

- 1) I can identify the elements of design in music and art. *(K,S,R)*
- 2) I can discuss the artistic process that goes into producing art. *(K,S,R)*
- 3) I can discuss the organizational principles used in art by citing examples. *(K,S,R)*

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can identify the principles of style from various cultures including Montana American Indian cultures. *(K,R)*

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

Learning Targets (Type):

- 1) I can explain how disciplines outside the arts are interrelated with those of music. *(K,R)*
- 2) I can describe the elements of music in terms related to other studies. *(K,R)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Learning Targets (Type):

- 1) I can demonstrate awareness of various musical styles. *(K)*
- 2) I can identify various genres of music. *(K)*
- 3) I can explain the reasoning behind my selections. *(K,R)*

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

Learning Targets (Type):

- 1) I can identify sources of various American music genres. *(K,R)*
- 2) I can trace the evolution of those genres. *(K)*
- 3) I can cite well-know musicians associated with American music genres. *(K)*

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Targets (Type):

- 1) I can identify various roles that musicians perform. *(K)*
- 2) I can cite individuals who have functioned in those roles. *(K)*
- 3) I can describe the activities and achievements of those individuals. *(K,S)*