



West Windsor-Plainsboro Regional School District
Music Technology
Grade 9-12

Unit 1: Understanding Music

Content Area: Music

Course & Grade Level: Music Technology, Grade 9-12

Summary & Rationale

Music is a universal art, transcending barriers otherwise imposed by language, geography, and even time. In order to better understand and create works of this art form, it is necessary to establish a vocabulary for use during class discussion and instruction.

In a music technology classroom, this vocabulary takes multiple forms. Establishing a baseline level of comfort with music terminology, applicable to both a performance and creative environment, will allow students to better grasp the learning concepts delivered in class. In addition, fluency in basic software and interfaces, which serve as the foundation for all course content, is essential for effective learning.

Recommended Pacing

20 Days

National Core Arts Standards

Creating

MU:Cr1.1.T.1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
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MU:Cr2.1.T.1a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources..
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Performing

MU:Pr4.1.T.1a	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill..
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MU:Pr4.2.T.1a	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances..
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Responding

MU:Re7.1.T.1a	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
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MU:Re7.2.T.1a	Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
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MU:Re8.1.T.1a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose
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MU:Re9.1.T.1a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
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Connecting

MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
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MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
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Interdisciplinary Standards

NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There are fundamental concepts vital to understanding music as an art form, which facilitate musical discussion and participation. ● Continuous analysis of music’s formative elements aids in the development of personal artistry and compositional style. ● Musicians connect their personal interests, experience, ideas, and knowledge to creating, performing, and responding 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can language facilitate an understanding of an art form otherwise free from its confines? ● How does the human condition shape an art form and the medium with which it is created? ● How do musicians make meaningful connection to creating, performing, and responding? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Arrange or compose short musical works in notation software. ● Arrange loops in Garageband. ● Create and record a composition using nontraditional instruments. <p>When PERFORMING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Select a musical work from your preferred genre to recreate with digital tools and explain your reasoning. ● Discuss the structure and medium of a musical work you will present, and the precedent (or lack thereof) for those elements with regard to musical style, history, and context. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Select a musical work from their preferred genre to recreate with digital tools and explain reasoning. ● Create a set of guidelines for selecting musical works to present which reflect their musical goals and vision. ● Discuss the structure, medium, and intent of a musical work, and synthesize an understanding of how those elements combine to deliver a musical message. ● Create a visual representation of the form and harmony of a selected musical work. ● Engage in class discussion using music and industry related vocabulary. ● Evaluate and critique peer compositions based on the included musical elements (melody, harmony, rhythm, tone, etc.) <p>When CONNECTING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Critique pre-existing musical works to determine the musical, production, and aesthetic elements that contribute to its success. ● Identify how musical creations shape every day experiences through various sectors of the music industry. 	

- Explain how music compositions can facilitate or enhance emotional response to other art forms or experiences.
- Explain how existing or student compositions reflects personal perspectives or beliefs towards societal, cultural, or historical constructs

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Computers
- MIDI Keyboards
- Musical Instruments
- DAW Software

Unit 2: Piano & Sequencing

Content Area: Music

Course & Grade Level: Music Technology, Grade 9-12

Summary & Rationale

Following the baseline skills and language established in Unit 1, Unit 2 serves to build on students' comfort with both vocabulary and technique. Emphasis will be on solidifying proficiency in using classroom keyboards to input sound and data to prescribed software.

Proficiency will be required in both software and hardware platforms. Students will be asked to demonstrate understanding of all classroom technologies with regard to their correct use and purpose. These technologies will then become the basis for completing all subsequent assignments, assessments, and projects.

Recommended Pacing

25 Days

National Core Arts Standards

Creating

MU:Cr1.1.T.Ia	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Cr2.1.T.Ia	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
MU:Cr3.1.T.Ia	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU:Cr3.2.T.Ia	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.

Performing

MU:Pr4.I.T.Ia	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill..
MU:Pr5.1.T.Ia	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU:Pr6.1.T.Ib	Demonstrate an understanding of the context of music through prepared and improvised performances.

Responding

MU:Re7.2.T.Ia	Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
MU:Re8.1.T.Ia	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose
MU:Re9.1.T.Ia	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Connecting

MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Fluency in a creative medium promotes original thought and provides an avenue for its expression. ● Knowledge of a discipline’s fundamental elements builds a broader understanding of its scope and therefore the ability to derive value from its exploration. ● Musicians’ presentation of creative work is the culmination of a process of creation and communication 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What are the fundamental tools and abilities needed to create impactful and meaningful music? ● When is a creative work ready to share? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Compose chord progressions using triads. ● Compose melodies using a variety of scales and pitch classes. ● Improvise melodies over various harmonic contexts. ● Arrange loops in Garageband. ● Create and record a composition in response to non-musical stimuli (paintings, poems, stories, etc.) ● Peer review projects midway through completion. ● Peer review at the conclusion of the compositional process to assess musical, technological, and aesthetic value. ● Discuss how digital resources influenced the refinement of a musical passage or project (YouTube tutorials, blogs, research, etc.) <p>When PERFORMING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Create a set of guidelines for selecting musical works to present which reflect your musical goals and vision. ● Prepare and record prescribed scales and repertory on piano. ● Prepare, perform, and record prescribed piano proficiency repertory. ● Use knowledge of music history and context to present a work or performance, which reflects an understanding of the respective style or genre. <p>When RESPONDING, Students will know and be able to:</p>	

- Create a visual representation of the form and harmony of a selected musical work.
- Evaluate and critique peer compositions based on the non-musical aesthetics (What is the perceived intent or inspiration from the listener's perspective?)
- Evaluate and critique peer compositions based on the included musical elements (melody, harmony, rhythm, tone, etc.)

When CONNECTING, Students will know and be able to:

- Critique pre-existing musical works to determine the musical, production, and aesthetic elements that contribute to its success.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Computers
- MIDI Keyboards
- Musical Instruments
- DAW Software

Unit 3: Music Engineering & Sound Design

Content Area: Music

Course & Grade Level: Music Technology, Grade 9-12

Summary & Rationale

The purpose of this unit is to understand the components of live audio engineering and acoustic sound design. Students will be given the opportunity to discover and understand the differences between digital and analog signal flow, live audio recording in a DAW, mixing and mastering concepts, and principles of acoustic science. Students will regularly be placed in collaborative groups to record musical works of various genres, as well as critique recordings based on their musical and technological merits.

Audio engineering is an essential career unit for music technology students, as it helps them understand that modern music production is a team effort. Students will gain a wealth of employable skills from the music engineering unit, which will help them in music technology contexts and mixed media environments. Furthermore, this unit will explore essential interdisciplinary topics for students to relate their work to physics, mathematics, technology design, and other physical sciences.

Recommended Pacing

45 Days

National Core Arts Standards

Creating

MU:Cr1.1.T.1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Cr2.1.T.1a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources..
MU:Cr3.1.T.1a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU:Cr3.2.T.1a	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.

Performing

MU:Pr4.1.T.1a	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill..
MU:Pr4.3.T.1a	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
MU:Pr5.1.T.1a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU:Pr6.1.T.1a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Responding

MU:Re7.2.T.1a	Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
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MU:Re8.1.T.1a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose
MU:Re9.1.T.1a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
Connecting	
MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The critical analysis and application of digital tools allows music technology professionals to contribute to the overall artistic vision of a work. ● Performance spaces and ensemble types impose unique sound characteristics that ultimately govern the application of certain digital tools during the recording process. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What acoustic variables must audio engineers be cognizant of when recording music in various settings and genres? ● How will the selection of analog or digital tools affect the outcome of a recording or live production? ● How do musicians improve the quality of their work? 	
Objectives	
When CREATING, Students will know and be able to: <ul style="list-style-type: none"> ● Compose and reproduce drum grooves of various genres. ● Record short musical passages using different microphones. ● Compose and record an original work in a popular genre. ● Peer review projects midway through completion. ● Mix original or existing works using digital audio effects (EQ, compression, reverb, etc.) ● Consider the acoustical properties of a recording to assess elements of sound design. ● Consider publishing mediums when refining works and reflect on their musical impact (Soundcloud, iTunes, CD, Vinyl, etc.) ● Peer review at the conclusion of the compositional process to assess musical, technological, and aesthetic value. 	

- Discuss how digital resources influenced the refinement of a musical passage or project (YouTube tutorials, blogs, research, etc.)

When PERFORMING, Students will know and be able to:

- Select a musical work from preferred genre to recreate with digital tools and explain reasoning.
- Create a set of guidelines for selecting musical works to present which reflect musical goals and vision.
- Record themselves or another person performing in a studio environment.
- Prepare and produce a live sound environment for a public or private performance. Rehearse and prepare music to record during a live performance or studio session.
- Produce a composition in designated software, considering musical and technical elements such as dynamics, articulation, envelope, and attack.
- Record a prepared or improvised live performance and master the recording with respect to the artist's intent.
- Collaborate with a performing artist to create a digital or acoustic recording of prepared or improvised repertory.

When RESPONDING, Students will know and be able to:

- Compare and contrast traits of both acoustic and digital music production and assess the merits of each.
- Create a visual representation of the form and harmony of a selected musical work. Engage in class discussion using music and industry related vocabulary.
- Evaluate and critique peer compositions based on the nonmusical aesthetics (What is the perceived intent or inspiration from the listener's perspective?)
- Evaluate and critique peer compositions in advance of classroom presentations.
- Evaluate and critique peer compositions based on the included musical elements (melody, harmony, rhythm, tone, etc.)
- Evaluate and critique peer compositions based on the included technological elements (effects, mixing characteristics, mastering, etc.)

When CONNECTING, Students will know and be able to:

- Critique the work of peers to determine the musical, production, and aesthetic elements that contribute to its success.
- Identify how musical creations shape every day experiences through various sectors of the music industry.
- Explain how music compositions can facilitate or enhance emotional response to other art forms or experiences.
- Explain how existing or student compositions reflects personal perspectives or beliefs towards societal, cultural, or historical constructs

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Computers

- MIDI Keyboards
- Musical Instruments
- DAW Software

Unit 4: Music Industry

Content Area: Music

Course & Grade Level: Music Technology, Grade 9-12

Summary & Rationale

The purpose of the music industry unit is to expose students to how the professional music space has changed due to digital innovations. Concepts will include the impact of streaming services on sales, looking at relevant research on the changing industry landscape, standards of digital publishing, and concepts related to managing a recording studio or small independent label.

The entertainment industry is a multi-billion dollar industry that is currently going through a state of revolutionary change. Students are in a unique position to discover current innovations in the industry as they are being created. As many music professionals must understand how to be entrepreneurial, the music industry unit will allow students to explore and create new solutions to monetize their talents and create innovative solutions to existing music industry problems.

Recommended Pacing

45 Days

National Core Arts Standards

Creating

MU:Cr1.1.T.1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Cr2.1.T.1a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources..
MU:Cr3.1.T.1a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU:Cr3.2.T.1a	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.

Performing

MU:Pr4.1.T.1a	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill..
MU:Pr4.2.T.1a	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances..
MU:Pr4.3.T.1a	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
MU:Pr5.1.T.1a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU:Pr6.1.T.1a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.T.1b	Demonstrate an understanding of the context of music through prepared and improvised performances.

Responding

MU:Re7.1.T.1a	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
MU:Re7.2.T.1a	Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
MU:Re8.1.T.1a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose
MU:Re9.1.T.1a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
Connecting	
MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Music technology has forced the music industry to continuously evolve and innovate, which changes the professional landscape for all industry professionals. • Success and change in the music industry is driven by the analysis of both data and aesthetics. Both artists and industry professionals need these perspectives to maintain relevance and career viability. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How have digital and social media platforms changed the way industry professionals create, publish, distribute, and monetize their music? • What types of industry data can musicians use to enhance their career experience? 	
Objectives	
When CREATING, Students will know and be able to: <ul style="list-style-type: none"> • Compose and reproduce drum grooves of various genres. • Score original music to a short film clip or advertisement. • Compose and record an original work in a popular genre. • Create an electronic press kit for your own band, a peer's band, or a solo artist. • Create a business plan for a recording studio or independent recording label. 	

- Consider the acoustical properties of a recording to assess elements of sound design.
- Consider publishing mediums when refining works and reflect on their musical impact (Soundcloud, iTunes, CD, Vinyl, etc.)
- Discuss how digital resources influenced the refinement of a musical passage or project (YouTube tutorials, blogs, research, etc.)

When PERFORMING, Students will know and be able to:

- Select a musical work from your preferred genre to recreate with digital tools and explain your reasoning.
- Create a set of guidelines for selecting musical works to present which reflect your musical goals and vision.
- Discuss the structure and medium of a musical work you will present, and the precedent (or lack thereof) for those elements with regard to musical style, history, and context.
- Record yourself or another person performing in a studio environment.
- Prepare and produce a live sound environment for a public or private performance.
- Rehearse and prepare music to record during a live performance or studio session.
- Produce a composition in designated software, considering musical and technical elements such as dynamics, articulation, envelope, and attack.
- Record a prepared or improvised live performance and master the recording with respect to the artist's intent.
- Collaborate with a performing artist to create a digital or acoustic recording of prepared or improvised repertory.
- Select, prepare and perform a musical work that summarizes a vision established by a preliminary musical thesis.
- Use knowledge of music history and context to present a work or performance that reflects an understanding of the respective style or genre.

When RESPONDING, Students will know and be able to:

- Select a musical work from your preferred genre to recreate with digital tools and explain your reasoning.
- Create a set of guidelines for selecting musical works to present which reflect your musical goals and vision.
- Discuss the structure, medium, and intent of a musical work, and synthesize an understanding of how those elements combine to deliver a musical message.
- Compare and contrast traits of both acoustic and digital music production and assess the merits of each.
- Create a visual representation of the form and harmony of a selected musical work.
- Engage in class discussion using music and industry related vocabulary.
- Evaluate and critique peer compositions in advance of classroom presentations.

When CONNECTING, Students will know and be able to:

- Critique the work of peers to determine the musical, production, and aesthetic elements that contribute to its success.
- Identify how musical creations shape every day experiences through various sectors of the music industry.

- Explain how music compositions can facilitate or enhance emotional response to other art forms or experiences.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Computers
- MIDI Keyboards
- Musical Instruments
- DAW Software

Unit 5: Music Technology Portfolio

Content Area: Music

Course & Grade Level: Music Technology, Grade 9-12

Summary & Rationale

The Music Technology Portfolio Unit is an opportunity for students to create a collection of works that represents their own artistic vision. Students may choose to compose new works, revise existing projects, or a combination of the two. The goal of the unit is for students to display their musical growth and demonstrate how technology was an integral part of their artistic process. Students will perform and/or publish their portfolios for the community as a final assessment task.

The musical portfolio is a chance to leverage the highest rungs of Bloom's Taxonomy, synthesis and creation. Students must both demonstrate mastery of musical and technological concepts, as well as demonstrate an understanding for the critique process. Finally, students must experience presenting their works to individuals outside of the classroom as an essential component of music industry participation.

Recommended Pacing

45 Days

National Core Arts Standards

Creating

MU:Cr1.1.T.1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Cr2.1.T.1a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources..
MU:Cr3.1.T.1a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU:Cr3.2.T.1a	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.

Performing

MU:Pr4.1.T.1a	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill..
MU:Pr4.2.T.1a	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances..
MU:Pr4.3.T.1a	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
MU:Pr5.1.T.1a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU:Pr6.1.T.1a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.T.1b	Demonstrate an understanding of the context of music through prepared and improvised performances.

Responding	
MU:Re7.1.T.1a	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
MU:Re7.2.T.1a	Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
MU:Re8.1.T.1a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose
MU:Re9.1.T.1a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
Connecting	
MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The development of personal or collaborative music portfolios is an experience that encompasses all parts of the artistic processes including ideation, creation, revision, refinement, and publication. • Completing a music technology portfolio is an essential skill for all future music industry professionals. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does a body of work reflect both the ability and the intent of an artist? • How do the parallels between the creative process and the professional world shape an artist's work? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	
Objectives	
When CREATING, Students will know and be able to:	
<ul style="list-style-type: none"> • Compose chord progressions using triads. • Compose melodies using a variety of scales and pitch classes. 	

- Compose and reproduce drum grooves of various genres.
- Arrange or compose short musical works in notation software.
- Arrange loops in Garageband.
- Create and record a composition in response to non-musical stimuli (paintings, poems, stories, etc.)
- Score original music to a short film clip or advertisement.
- Compose and record an original work in a popular genre.
- Peer review projects midway through completion.
- Mix original or existing works using digital audio effects (EQ, compression, reverb, etc.)
Consider the acoustical properties of a recording to assess elements of sound design.
- Consider publishing mediums when refining works and reflect on their musical impact (Soundcloud, iTunes, CD, Vinyl, etc.)
- Peer review at the conclusion of the compositional process to assess musical, technological, and aesthetic value.
- Discuss how digital resources influenced the refinement of a musical passage or project (YouTube tutorials, blogs, research, etc.)

When PERFORMING, Students will know and be able to:

- Select a musical work from your preferred genre to recreate with digital tools and explain your reasoning.
- Create a set of guidelines for selecting musical works to present which reflect your musical goals and vision.
- Discuss the structure and medium of a musical work you will present, and the precedent (or lack thereof) for those elements with regard to musical style, history, and context.
- Record yourself or another person performing in a studio environment.
- Prepare and produce a live sound environment for a public or private performance.
- Rehearse and prepare music to record during a live performance or studio session.
- Produce a composition in designated softwares, considering musical and technical elements such as dynamics, articulation, envelope, and attack.
- Record a prepared or improvised live performance and master the recording with respect to the artist's intent.
- Collaborate with a performing artist to create a digital or acoustic recording of prepared or improvised repertory.
- Select, prepare and perform a musical work that summarizes a vision established by a preliminary musical thesis.
- Use knowledge of music history and context to present a work or performance that reflects an understanding of the respective style or genre.

When RESPONDING, Students will know and be able to:

- Select a musical work from your preferred genre to recreate with digital tools and explain your reasoning.
- Create a set of guidelines for selecting musical works to present which reflect your musical goals and vision.
- Discuss the structure, medium, and intent of a musical work, and synthesize an understanding of how those elements combine to deliver a musical message.
- Compare and contrast traits of both acoustic and digital music production and assess the merits of each.
- Create a visual representation of the form and harmony of a selected musical work.

- Evaluate and critique peer compositions based on the non-musical aesthetics (What is the perceived intent or inspiration from the listener's perspective?)
- Evaluate and critique peer compositions in advance of classroom presentations.
- Evaluate and critique peer compositions based on the included musical elements (melody, harmony, rhythm, tone, etc.)
- Evaluate and critique peer compositions based on the included technological elements (effects, mixing characteristics, mastering, etc.)

When CONNECTING, Students will know and be able to:

- Critique the work of peers to determine the musical, production, and aesthetic elements that contribute to its success.
- Explain how music compositions can facilitate or enhance emotional response to other art forms or experiences.
- Explain how existing or student compositions reflects personal perspectives or beliefs towards societal, cultural, or historical constructs

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Computers
- MIDI Keyboards
- Musical Instruments
- DAW Software