Unit Title: Trends with Technology

Generalist Pathway

INSTRUCTIONAL UNIT AUTHORS

Thompson School District
Marcy Cochran
Andrea Hollenbeck
Sharon Michele Massey

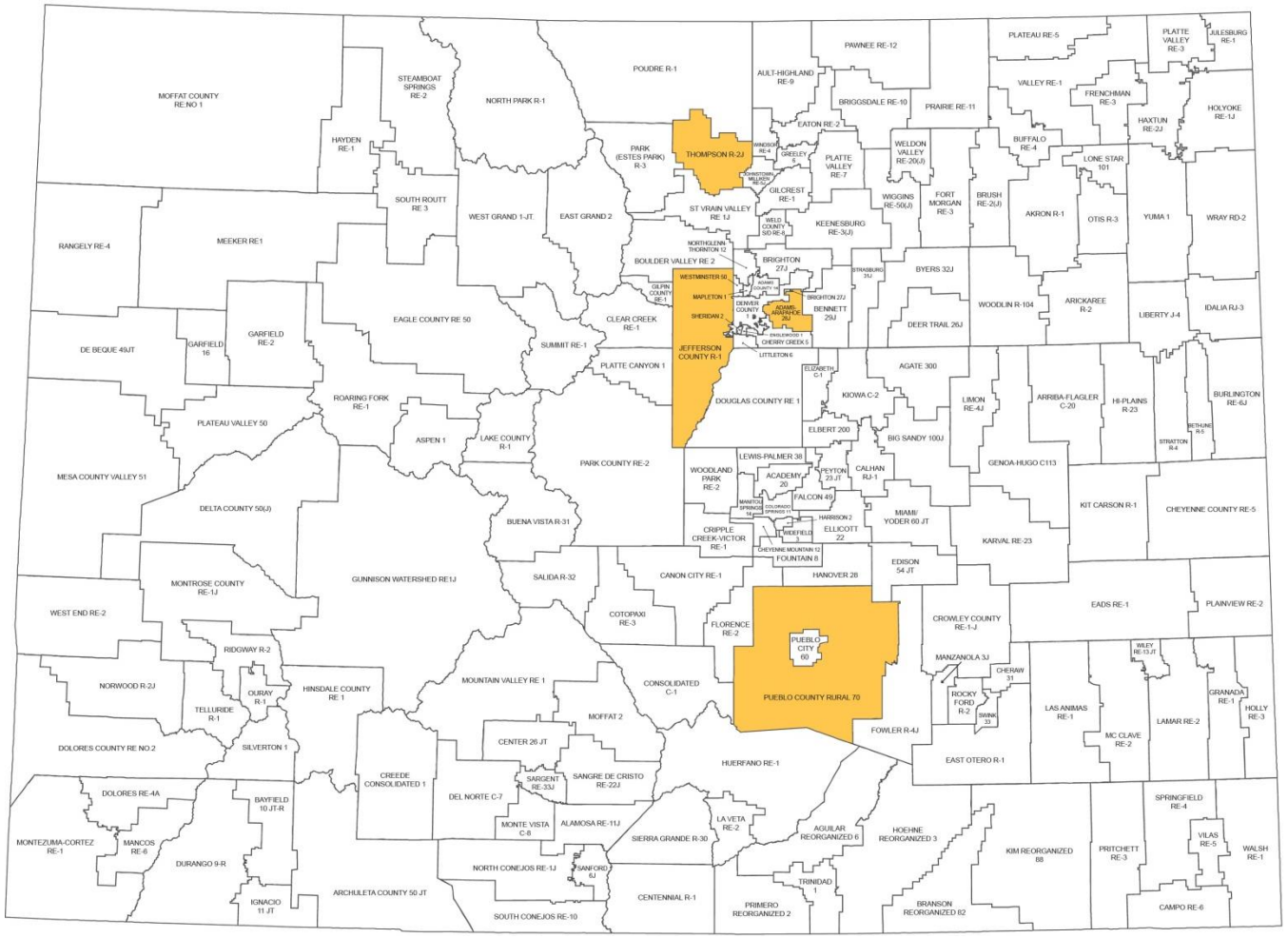
Metro State University of Denver
Carla Aguilar, PhD

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams-Arapahoe School District
Zac Timbrell

Jefferson County School District
Gregory Piotraschke

Pueblo County School District
Cynthia Smith



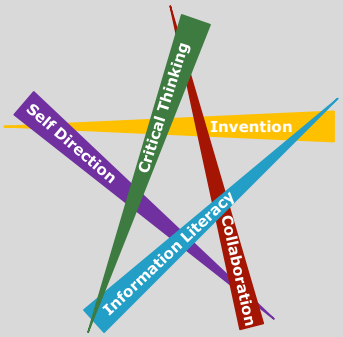
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: MARCH 31, 2014

Content Area	Music	Grade Level	6th Grade
Course Name/Course Code	General Music		

Standard	Grade Level Expectations (GLE)	GLE Code
1. Expression of Music	1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale	MU09-GR.6-S.1-GLE.1
	2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading	MU09-GR.6-S.1-GLE.2
	3. Demonstrate major and minor scales	MU09-GR.6-S.1-GLE.3
2. Creation of Music	1. Create melodic and rhythmic patterns	MU09-GR.6-S.2-GLE.1
	2. Improvise call-and-response patterns	MU09-GR.6-S.2-GLE.2
3. Theory of Music	1. Identification of rhythmic and melodic patterns in musical examples	MU09-GR.6-S.3-GLE.1
	2. Notation of level .5 using the appropriate clef for instrument and/or voice	MU09-GR.6-S.3-GLE.2
	3. Analysis of a beginning level composition or performance using musical elements	MU09-GR.6-S.3-GLE.3
4. Aesthetic Valuation of Music	1. Determination of strengths and weaknesses in musical performances according to specific criteria	MU09-GR.6-S.4-GLE.1
	2. Description of music's role in the human experience, and ways music is used and enjoyed in society	MU09-GR.6-S.4-GLE.2

Colorado 21st Century Skills



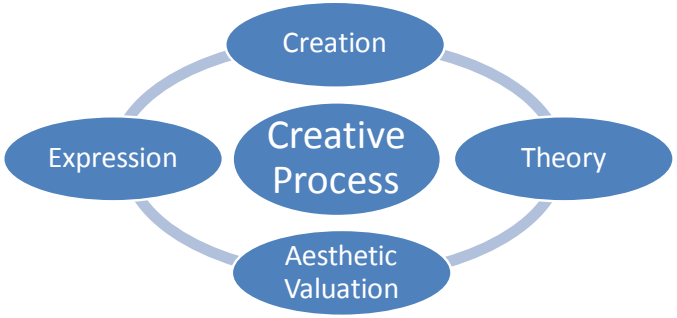
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Trends with Technology	Instructor's Choice	Instructor's Choice

Unit Title	Trends with Technology		**Length of Unit**	Quarter/ Instructor Choice
Focusing Lens(es)	Transformation/ Innovation	**Standards and Grade Level Expectations Addressed in this Unit**	MU09-G.6-S.1-GLE.1, MU09-G.6-S.1-GLE.2 MU09-G.6-S.2-GLE.1, MU09-G.6-S.2-GLE.2 MU09-G.6-S.3-GLE.1, MU09-G.6-S.3-GLE.2 MU09-G.6-S.4-GLE.1, MU09-G.6-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	• What makes a particular kind of music popular? (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.2) and (MU09-G.6-S.3-GLE.2) and (MU09-G.6-S.4-GLE.1,2) • Why are notation software programs important to composers? • How has the advancement of music technology raised people's expectations of quality?			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Style, Culture, Preference, Influence, Popularity, Fluency, Media			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Regional media trends in musical styles shape individual preferences in music. (MU09-G.6-S.2-GLE.2) and (MU09-G.6-S.4-GLE.2)	What music is popular in the area you live?	How do media outlets (Internet, television, and cinema) shape individual preferences in music? How has technology evolved in musical performance? What makes certain music popular in the area you live?
The cultural use of technology widens the influence of music. (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.1) and (MU09-G.6-S.4-GLE.2)	What resources allow you to access music from different cultures? What career opportunities are available in music technology?	Why is it important to access music from other cultures?
Technological influences generate musical fluency which aids in creating musical compositions. (MU09-G.6-S.1-GLE.1,2) and (MU09-G.6- S.2-GLE.1) and (MU09-G.6-S.3-GLE.2)	How can music technology increase musical fluency? What popular composition programs are available? What musical skills can be practiced through the use of technology?	When is it appropriate to use technology to increase musical fluency? How do advancements in music technology influence compositional decisions? Why is it important, in today's world, to utilize technology in composition?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Resources available for composition (MU09-G.6-S.2-GLE.2) • How media influences personal music preferences (MU09-G.6-S.4-GLE.2) • Careers available in the music industry (outside of performance and education) (MU09-G.6-S.4.GLE.2)	• Compose a song using current technology programs available (MU09-G.6-S.2-GLE.1) • Evaluate musical performance using music terminology (MU09-G.6-S.4-GLE.1) • Explain criteria for their musical preferences. (MU09-G.6-S.4-GLE.1) • Perform compositions using a variety of media (sing/play, technology, combination of instruments/voice and technology) (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The influence of technology on the music industry can be evaluated by increased access to a variety of repertoire, software for musical composition, and its influence on increasing the diversity of careers in music.*
Academic Vocabulary:	Evaluate, compose, fluency, industry, media, career, influence, popular, culture
Technical Vocabulary:	Notation, repertoire, expressions (articulations, dynamics), MIDI, sequencing software,

Unit Description:	This unit is an exploration about how musical skills can be taught and enriched by using technology. Across the unit students will explore theory, arranging, composition, instrumentation and music appreciation through the use of various technology tools. Students will understand the regional media trends and styles that influence individual musical preference. The unit culminates in asking the students to write a musical composition using available technological sources that use fundamental composition and technical skills.
Considerations:	Throughout this unit when technology is referenced, this should imply more than just a computer such as electronic musical instruments, apps and tablets etc. Technology is ever-changing, thus this term should be referred to very loosely and can encompass many forms.
Unit Generalizations	
Key Generalization:	Technological influences generate musical fluency which aids in creating musical compositions
Supporting Generalizations:	The cultural use of technology widens the influence of music
	Regional media trends in musical styles shape individual preferences in music

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Technological influences generate musical fluency which aids in creating musical compositions.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an aspiring famous composer, you will be trying to win this years "Grammy Award" for the Best Structured Music. In order to be included in this category, however, you will first need to create a musical composition using available technological sources that use fundamental composition and technical skills. You should consider regional media trends and styles as well as cultural influences when creating your original composition. Your classmates and fellow composers will serve as your "test" audience to give feedback on your composition process before you create and submit your work for consideration.
Product/Evidence: (Expected product from students)	Students will produce a composition that uses fundamental composition skills. The composition will use a variety of technological aspects (tracks, layers, voices or instruments, effects) and basic music theory concepts (form, rhythm, traditional or symbolic notation) using a chosen style.
Differentiation: (Multiple modes for student expression)	Students may complete the performance task in a variety of ways: • Adapting/modifying a given basic music track basic • Following a guided practice scenario provided by the instructor in setting up the composition framework. • Creating a composition in a small group or partners. • Adding video/images to the composition.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Garage Band for Dummies – Bob LeVitus *GarageBand 11 - How it Works: A new type of manual - the visual approach*-Edgar Rothermich	

Making Music with GarageBand and Mixcraft –Robin Hodson, James Frankel, Richard McCready, Michael Fein *Using Technology to Unlock Musical Creativity* – Scott Watson *Teaching Music Through Composition: A Curriculum Using Technology* – Barbara Freedman *Theory and Practice of Technology-Based Music Instruction* – Jay Dorfman *Music Outside the Lines: Ideas for Composing in K-12 Music Classrooms* – Maud Hickey *Composition for Computer Musicians* – Michael Hewitt *Pro Tools for Dummies* – Jeff Strong *Pro Tools 101: An Introduction to Pro Tools 10* – Frank D. Cook *Producing Music with Ableton Live* – Jake Perrine	

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Work like a contemporary musician- Demonstrate basic computer skills	Teacher Resources:	http://www.musictechteacher.com/index.htm (Numerous Music Tech teacher resources)
			Student Resources:	N/A
	Skills:	Editing, saving, uploading, play/pause	Assessment:	Across the unit students will demonstrate the following actions: open, edit, save and upload a document, play/pause an audio file. Students will keep notes through journaling or other note taking options about composition techniques and guidelines such as: • Written summary • Verbal summary • Slide Show • Drawing/Sketching
2.	Description:	Think/work like a composer-Create melodic and rhythmic patterns	Teacher Resources:	Rhythmic and melodic flash cards Hard copy of staff paper or other means to capture melodic and rhythmic patterns http://www.pinterest.com/cimk/work-melody-rhythm/ (Pinterest board with melody/rhythm cards and visuals) http://donmarsolutions.com/melody.html (Site to purchase melody/rhythm cards) http://bethsmusicnotes.blogspot.com/2011/10/flash-cards.html (Site with printable music flashcards)
			Student Resources:	Rhythmic and melodic cards Hard copy of staff paper or other means to capture melodic and rhythmic patterns http://www.blanksheetmusic.net/ (Blank staff paper)

	Skills:	Understand different melody and rhythm patterns	Assessment:	Throughout this unit students will identify/create melodic and/or rhythmic patterns through: • Written formal assessment • Composition • Improvisation • Group verbal response • Individual verbal response • Ear Training (Aural skills)
3.	Description:	Reflect like a musician-Determine strengths and weaknesses in musical performances according to specific criteria	Teacher Resources:	http://www.collegeready5.org/ourpages/auto/2010/9/9/35675725/Music%20Chapter%201%20Project%20Rubric.pdf (Rubric example for presenting personal preference in music) http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Arts/GR8_ARTS_MUSIC_EXPRESSYOURSELFCRITICALANALYSISPROCESS.pdf (Lesson ideas for personal preference and expressing ideas in music) http://www.lessonplanet.com/teachers/lesson-plan-music-in-words (Lesson Planet lesson for teaching middle school students how to construct thoughtful musical preference statements)
			Student Resources:	N/A
	Skills:	Working knowledge of basic music terminology to express their thinking	Assessment:	Across the unit students will verbally express musical preferences using appropriate musical terminology.

Prior Knowledge and Experiences

These learning experiences will require students to have a basic understanding of musical form and how they relate to a variety of cultural music. Knowledge of music theory elements such as form, rhythm, traditional or symbolic (non-traditional) notation will be expected.

Learning Experiences # 1 – 9
Instructional Timeframe: Teacher Determined

Learning Experience # 1

As an introduction, the teacher may play a variety of music (both electronic and non-electronic) so that students can experience multiple genres of music. (Use digital recordings of live performances and digital music examples).

Generalization Connection(s):	The cultural use of technology widens the influence of music Regional media trends in musical styles shape individual preferences in music

Teacher Resources:	http://www.youtube.com (A musical resource with a variety of audio examples with visuals) http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)	
Student Resources:	http://www.youtube.com (A musical resource with a variety of audio examples with visuals) http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)	
Assessment:	Students will participate in classroom discussions using a strategy for sharing ideas such as "Think, Pair, Share," to label musical elements as well as distinguish between electronic based and non-electronic based music. http://www.readingquest.org/strat/tps.html (Think/Pair/Share strategy)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas) You Tube Sound Wave Videos: http://www.youtube.com/watch?v=Ude8pPjawKI http://www.youtube.com/watch?v=s9GBf8y0lY0	Students may use a listening map to organize their thinking Students may respond to specific guiding prompts such as What is the dynamic? What is the tempo? etc Students may find watching sound waves helpful to visually identify some of the musical elements
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	(http://www.ucl.ac.uk/clinical-psychology/CORE/CBT_Competences/Specific_Competences/Guided_Discovery.pdf) (Guide on more in depth questioning) http://www.neok12.com/Sound.htm (Sound wave quizzes/games/videos)	Students may respond to higher level thinking guiding questions such as: Where else have you heard something similar? Why do you think the composer chose these elements? Students may engage in sound wave investigation through games/quizzes/inquiry to visually identify tempo/dynamics and other musical elements
Critical Content:	• How media influences personal music preferences.	
Key Skills:	• Evaluate musical performance using music terminology. • Explain criteria for musical preferences. • Identify musical elements in given pieces of music • Distinguish instruments/technology used in selections of music	
Critical Language:	Evaluate, expression, dynamics, tempo, rhythms, patterns, instrument, sound wave, listening map, composer	

Learning Experience # 2	
The teacher may play a variety of music so that students can begin analyzing the form (structure) of different forms of musical expression (e.g., ABA, Rondo, Binary, verse/refrain, etc.)	
Generalization Connection(s):	The cultural use of technology widens the influence of music Regional media trends in musical styles shape individual preferences in music
Teacher Resources:	http://www.musicbulletinboards.net/boards/forms_keytounlockingmusic.htm (Visual posters for musical form) http://www.youtube.com (A musical resource with a variety of audio examples with visuals) http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)

<table>
<tr><td>Student Resources:</td><td colspan="2">http://www.youtube.com (A musical resource with a variety of audio examples with visuals)
http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will compile a list of observations based on different forms of music.
http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf (Collection of Graphic Organizers to capture thinking and observation)
http://www.carnegiehall.org/Grade3/Musical_Mapping/ (Modifiable musical form activity and assessment)
http://www.musictheory.net/lessons (Lessons that breakdown the musical form elements)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas)
You Tube Sound Wave Videos:
http://www.youtube.com/watch?v=Ude8pPjawKI
http://www.youtube.com/watch?v=s9GBf8y0lY0</td><td>Students may use a listening map to organize their thinking
Students may respond to specific guiding prompts such as: What is the dynamic? What is the tempo? etc
Students may respond kinesthetically (with movement) to the form</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>(http://www.ucl.ac.uk/clinical-psychology/CORE/CBT_Competences/Specific_Competences/Guided_Discovery.pdf) (Guide on more in depth questioning)
http://www.eduplace.com/graphicorganizer/ (Graphic Organizer ideas)
http://edgalaxy.com/journal/2010/11/3/create-your-own-custom-graphic-organizers-online-in-seconds.html#.UvwFIRXn_Z4 (Tools to create a customized graphic organizer)</td><td>Students may respond to higher level thinking guiding questions such as: Where else have you heard something similar? Why do you think the composer chose these elements?
Students may design a graphic organizer/listening map to depict the form</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Resources available for composition
• How media influences personal music preferences
• Terms for form in music
• Visual tools to depict music (listening maps, sound waves)</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Evaluate musical performance using music terminology
• Explain criteria for their musical preferences.
• Identify musical elements in given pieces of music
• Distinguish instruments/technology used in selections of music</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Evaluate, expression, dynamics, tempo, rhythms, patterns, popular, culture, instrumentation, articulations, form/structure- ABA, Rondo, Binary, verse/refrain</td></tr>
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<tr><th colspan="3">Learning Experience # 3</th></tr>
<tr><td colspan="3">The teacher may play a variety of styles (genres) of music so that students can distinguish between and within the range of different genres of music from acoustic forms to electronic/digital music (Country, Techno, Hip Hop, Jazz, Blues, Classical, etc.).</td></tr>
<tr><td>Generalization Connection(s):</td><td colspan="2">The cultural use of technology widens the influence of music
Regional media trends in musical styles shape individual preferences in music</td></tr>
<tr><td>Teacher Resources:</td><td colspan="2">http://www.youtube.com (A musical resource with a variety of audio examples with visuals)
http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)
http://datadragon.com/education/genres/ (Site with a genre sampler)</td></tr>
<tr><td>Student Resources:</td><td colspan="2">N/A</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will demonstrate their understanding of styles/genres of music through discussion and/or journaling (T-Chart graphic organizer) individually or in groups.
http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-Chart creator to identify genres/styles of music in one column and their unique features in the corresponding column)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas)</td><td>Students may use a listening map to organize their thinking</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>http://www.eduplace.com/graphicorganizer/ (Graphic Organizer ideas)
http://edgalaxy.com/journal/2010/11/3/create-your-own-custom-graphic-organizers-online-in-seconds.html#.UvwFIRXn_Z4 (Tools to create a customized graphic organizer)</td><td>Students may design a graphic organizer/listening map to depict the style/genre</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Resources available for composition
• How media influences personal music preferences
• Genre in music
• Visual examples depicting music (listening map, sound wave)</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Explain criteria for their musical preferences
• Evaluate musical performance using music terminology
• Identify musical elements in given pieces of music
• Distinguish instruments/technology used in selections of music</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Evaluate, expression, dynamics, tempo, rhythms, patterns, popular, culture, instrumentation, articulations, form/structure, genres-Country, Techno, Hip Hop, Jazz, Blues, Classical</td></tr>
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<tr><th colspan="3">Learning Experience # 4</th></tr>
<tr><td colspan="3">The teacher will play a variety of music with different rhythmical patterns so that students can distinguish between complex and simple rhythm patterns (duple meter verses triple meter, subdivisions, repeated patterns, etc.)</td></tr>
<tr><td>Generalization Connection(s):</td><td colspan="2">The cultural use of technology widens the influence of music
Regional media trends in musical styles shape individual preferences in music</td></tr>
<tr><td>Teacher Resources:</td><td colspan="2">http://www.youtube.com (A musical resource with a variety of audio examples with visuals)
http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)</td></tr>
<tr><td>Student Resources:</td><td colspan="2">http://www.youtube.com (A musical resource with a variety of audio examples with visuals)
http://www.itunes.com (A musical resource with a variety of audio examples with and without visuals)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will demonstrate their understanding of differences in simple and complex rhythmic patterns through discussion, journaling or kinesthetic response (body percussion, instruments, etc.) individually or in groups.
http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas)
You Tube Sound Wave Videos:
http://www.youtube.com/watch?v=Ude8pPjawKI
http://www.youtube.com/watch?v=s9GBf8y0lY0</td><td>Students may use a listening map to organize their thinking
Students may respond to specific guiding prompts such as: What is the dynamic? What is the tempo? etc
Students may respond kinesthetically (with movement) to the form</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>You Tube Sound Wave Videos:
http://www.youtube.com/watch?v=Ude8pPjawKI
http://www.youtube.com/watch?v=s9GBf8y0lY0</td><td>Students may analyze sound waves associated with various rhythmic patterns</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Resources available for composition
• How media influences personal music preferences
• Genre in music
• Visual examples depicting music (listening map, sound wave)</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Explain criteria for their musical preferences.
• Evaluate musical performance using music terminology
• Identify musical elements in given pieces of music
• Distinguish instruments/technology used in selections of music</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Evaluate, expression, dynamics, tempo, rhythms, patterns, popular, culture, instrumentation, articulations</td></tr>
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Learning Experience # 5		
The teacher may model a short demonstration of music technology tools (web tools, application/program or software) so that students can articulate and begin to make informed choices for their musical preferences.		
Generalization Connection(s):	Technological influences generate musical fluency which aids in creating musical compositions Regional media trends in musical styles shape individual preferences in music The cultural use of technology widens the influence of music	
Teacher Resources:	http://www.softpedia.com/get/Multimedia/Audio/Audio-Editors-Recorders/Super-Duper-Music-Looper-XPress.shtml (SuperDuperLooper software) http://www.sfskids.org (site for playing various musical passages) http://www.incredibox.com/ (Incredibox site for creating music) http://www.beatlab.com/ (Beatlab site for creating music) http://www.bbc.co.uk/6music/fun/sixmixer (Loop layering web application) http://www.isleoftune.com (A music sequencing program) http://www.acoustica.com/mixcraft/ (MixCraft(Windows) or https://www.apple.com/mac/garageband/ Garageband (Apple) (looping and editing software) http://www.sibelius.com/home/index_flash.html (Sibelius notation software) http://www.finalemusic.com (Finale and Finale Notepad notation software)	
Student Resources:	See Teacher Resources	
Assessment:	Students will create layers of sound using software tools and journal the personal preferences that influence their sound design. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	(http://www.eduplace.com/graphicorganizer/) (Graphic organizer options)	Students may use a graphic organizer to organize their sound design Students may respond to specific guiding prompts such as: Why did you choose these layers of sound? What sound elements do you like about this choice and why? What sound elements did not appeal to you and why?
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/ (Graphic Organizer ideas) http://edgalaxy.com/journal/2010/11/3/create-your-own-custom-graphic-organizers-online-in-seconds.html#.UvwFIRXn_Z4 (Tools to create a customized graphic organizer) http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas)	Students may develop more complex sound designs Students may respond to higher level thinking guiding questions such as: What other technology could you use to create a sound design? What do you imagine the sound wave might look like for your sound design? Students may design a graphic organizer/listening map to depict their layers of sound

Critical Content:	• Resources available for composition • How media influences personal music preferences • Genre in music • Visual examples depicting music (listening map, sound wave) • Composition elements
Key Skills:	• Explain criteria for their musical preferences. • Evaluate musical performance using music terminology • Identify musical elements in given pieces of music • Distinguish instruments/technology used in selections of music • Layering sound
Critical Language:	Tracks, editing, sound layering, software, website, application, program, evaluate, sound design, composition, genre, style

Learning Experience # 6		
The teacher may give a short demonstration of visual tools that represent sound (programs, software, midi, icons, Animusic, etc.) through electronic graphic notation so that students may begin exploring the power and expressive possibilities in combining music and visuals.		
Generalization Connection(s):	Technological influences generate musical fluency which aids in creating musical compositions	
Teacher Resources:	http://www.youtube.com/user/smalin?feature=watch (Smalin) http://www.acoustica.com/mixcraft/ (MixCraft(Windows) or https://www.apple.com/mac/garageband/ Garageband (Apple) (looping and editing software) http://www.sibelius.com/home/index_flash.html (Sibelius notation software) http://www.finalemusic.com (Finale and Finale Notepad notation software) http://www.animusic.com/ (Animusic site to compose music with animation) http://soundcloud.com/apps/beatwave (Beat Wave App for making animated sounds) https://itunes.apple.com/us/app/soundrop/id364871590?mt=8 (Sound Drop App for creating music using patterning)	
Student Resources:	N/A	
Assessment:	Students will create a short composition that is visually represented using technology.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	(http://www.eduplace.com/graphicorganizer/) (Graphic organizer options)	Students may use a graphic organizer to organize their composition components Students may respond to specific guiding prompts such as: Why did you choose these musical elements? What sound elements do you like about this composition and why? What sound elements did not appeal to you and why?

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/ (Graphic Organizer ideas) http://edgalaxy.com/journal/2010/11/3/create-your-own-custom-graphic-organizers-online-in-seconds.html#.UvwFIRXn_Z4 (Tools to create a customized graphic organizer) http://www.pinterest.com/wilkid/music-listening-maps/ Site with listening map ideas)	Students may produce more complex compositions Students may respond to higher level thinking guiding questions such as: What other technology could you use to create a composition? What do you imagine the sound wave might look like for your composition? Students may design a graphic organizer/listening map to depict their composition
Critical Content:	• Resources available for composition • How media influences personal music preferences • Genre and style in music • Visual examples depicting music (listening map, sound wave) • Composition elements	
Key Skills:	• Compose a song using current technology programs available • Perform compositions using a variety of media (sing/play, technology, combination of instruments/voice and technology)	
Critical Language:	Tracks, editing, sound layering, software, website, application, program, mobile device apps, evaluate, composition, instrumentation, voicing, complex/simple structures	

Learning Experience # 7	
The teacher may play a variety of music examples so that students can compare and distinguish elements of harmony related to consonance and dissonance in music.	
Generalization Connection(s):	Technological influences generate musical fluency which aids in creating musical compositions Regional media trends in musical styles shape individual preferences in music The cultural use of technology widens the influence of music
Teacher Resources:	You Tube Videos with examples/explanations Consonance and Dissonance: http://www.youtube.com/watch?v=ihxASKVkkwg http://www.youtube.com/watch?v=DJsmjhSpD3I http://www.youtube.com/watch?v=b1Ph0sa0Gc0 Garage Band, Beat Wave, SFSkids.org, classroom instruments, auxiliary percussion, “found” sounds (tin can, pencil, etc.)
Student Resources:	See Teacher Resources
Assessment:	Students will be able to put two or more sounds together harmonically that have consonance and two or more sounds together harmonically that have dissonance and be able to explain the differences to a non-musical person (e.g. happy sound, sad sound, tension/resolve) Students will create a class chart or write in their journal articulating consonance and dissonance. http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-Chart creator to identify unique features of consonance and dissonance in corresponding columns)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	(http://www.eduplace.com/graphicorganizer/) (Graphic organizer options)	Students may use a graphic organizer to organize their harmonies Students may respond to specific guiding prompts such as: What sound elements do you like about this combination and why? What sound elements did not appeal to you and why?
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.youtube.com/watch?v=lsapaauFoUQ (You Tube video depicting frequency tones between two notes) http://www.youtube.com/watch?v=UcIxwrZV10A (You Tube-Geometry of Consonance)	Students may produce more complex chords Students may investigate the mathematical relationships of consonance and dissonance Students may respond to higher level thinking guiding questions such as: What other technology could you use to create consonant and dissonant sounds? What do you imagine the sound wave might look like for your sound design? Students may design a graphic organizer/listening map to depict their chord structures
Critical Content:	• Resources available for composition • Musical elements • Harmonic Chord Structures	
Key Skills:	• Evaluate musical performance using music terminology • Explain criteria for their musical preferences. • Compare and contrast harmonies	
Critical Language:	Harmony, dissonance, auxiliary percussion, “found” sounds, consonance, chord structure	

Learning Experience # 8	
The teacher may model rubric creation around criteria for composition utilizing technology so that students can consider the ways in which musicians critique and evaluate the attributes and qualities of a given piece of music.	
Generalization Connection(s):	Technological influences generate musical fluency which aids in creating musical compositions Regional media trends in musical styles shape individual preferences in music The cultural use of technology widens the influence of music
Teacher Resources:	http://www.softpedia.com/get/Multimedia/Audio/Audio-Editors-Recorders/Super-Duper-Music-Looper-XPress.shtml (SuperDuperLooper software) http://www.sfskids.org (Site for playing various musical passages) http://www.incredibox.com/ (Incredibox site for creating music) http://www.beatlab.com/ (Beatlab site for creating music) http://www.bbc.co.uk/6music/fun/sixmixer (Loop layering web application) http://www.isleoftune.com (A music sequencing program)

	http://www.acoustica.com/mixcraft/ (MixCraft(Windows) or https://www.apple.com/mac/garageband/ Garageband (Apple) (looping and editing software) http://www.sibelius.com/home/index_flash.html (Sibelius notation software) http://www.finalemusic.com (Finale and Finale Notepad notation software)	
Student Resources:	See Teacher Resources	
Assessment:	Students will create an initial composition using available technology (computers, mobile devices, software, web sites) that uses the concepts taught (form, style, notation, melody, harmony, consonance, dissonance, etc) through this unit. Students will modify the composition using rubric criteria as a referent. http://www.kmea.org/CONFERENCE/handouts/practicaltechniques.pdf (Composing music lesson and rubric example)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Provide a variety of examples of technology tools (Audacity, Garage band, mobile devices, computers etc.)	Students may complete a composition for self-evaluation in pairs or small groups as needed
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Provide opportunity to compose using a variety of technology tools (software, devices, midi, etc.)	Students may produce a more complex composition
Critical Content:	• How media influences personal music preferences • Resources available for composition • Composition steps	
Key Skills:	• Evaluate composition elements using rubric • Modify/refine composition based on rubric criteria • Perform compositions using a variety of media (sing/play, technology, combination of instruments/voice and technology) • Demonstrate composition skill	
Critical Language:	Composition, creation, editing, evaluate, musical elements, composition software terminology	

Learning Experience # 9	
(Post-Performance Task) The teacher may model peer evaluation processes so that students can understand the significance of feedback/reflection in relation to improving composition(s) and the work of composers.	
Generalization Connection(s):	Regional media trends in musical styles shape individual preferences in music Technological influences generate musical fluency which aids in creating musical compositions
Teacher Resources:	Music Outside the Lines: Ideas for Composing in K-12 Music Classrooms-Maud Hickey (Peer Assessment Section) http://cnx.org/content/m43427/latest/ (Resource for providing constructive criticism in music classrooms) http://academic.evergreen.edu/curricular/findyrvoice/Peer%20Critique--performance.htm (Guidance for peer critique process) http://nccas.wikispaces.com/file/view/Creating_Gr8_Model_Cornerstone_%20NCCAS.pdf/486432892/Creating_Gr8_Model_Cornerstone_%20NCCAS.pdf (NCCAS Model Cornerstone Assessment in Music)

<table>
<tr><td>Student Resources:</td><td colspan="2">http://www.boostconference.org/workshop_pdf/Hands%20On%20Doesn't%20Mean%20Minds%20Off-Foldables.pdf (Presentation demonstrating how to create several versions of “Foldable™” Graphic Organizers which can be adapted for a musical peer critique process)</td></tr>
<tr><td>Assessment:</td><td colspan="2">The student composers will share their reflections and observations with each composer. Student composers will summarize what they learned from their peers and what they are proud of and what they might change based upon the feedback using musical and technological language.</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>Students may share their reflections and composer summaries in pairs or small groups as needed</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>Students may edit and expand upon an existing composition</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Composition elements
• Steps in a peer reflection process</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Articulate reflections and observations to peers respectfully
• Share musical terms and technology ideas
• Demonstrate composition skills
• Self-evaluate</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Evaluate, expression, dynamics, tempo, rhythms, patterns, popular, culture, instrumentation, articulations, tracks, editing, sound layering, software, website, application, program, harmony, dissonance, auxiliary percussion, “found” sounds, composition, creation, editing</td></tr>
</table>