Kingsway Regional School District

Committed to Excellence

Course Name: Music Technology	**Grade Level(s): 9-12**
Department: Music/VPA	**Credits: 5**
BOE Adoption Date: October 2018	**Revision Date(s): October 2019**

ABSTRACT

Music Technology is designed to offer students a practical musical experience by understanding the construction and basic functions of music technology as well as giving students the ability to link the technological application to musical manuscript. The concepts set forth in this curriculum – music software skills, music theory and rhythm, keyboard performance skills, listening and analysis, musical composition and arranging and Recording & Sound Editing/Mixing Techniques are designed to be taught simultaneously throughout the school year. Varied mediums and exposures to music technology provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different constructive qualities and uses for enhanced musical knowledge in a modern educational setting.

Students will continue to address these concepts throughout the school year in ways which engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music and performance mediums. Extensive composition and musical manipulation opportunities will allow students to possess a greater working knowledge of music terminology as well as give students a means to synthesize these skills into original compositions and arrangements.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** ***Accommodations*** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s):** ***Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments: (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

    - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Music Technology
Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: **Music Software Skills**	On-Going throughout the school year. September - June	NEW JERSEY: NJSLS.VPA.1.2.12.B.2 NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.3.12.B.3 NJSLS.VPA.1.3.12.B.4 NATIONAL: MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA MU:Cr.4.2.I.T.IA MU:Cr.4.3.I.T.IA CAREER READY: NJSLS.CRP1 NJSLS.CRP6 NJSLS.CRP11 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA	Students will be able to: Record music tracks using various software platforms and input devices Record music tracks in both step time and real time Record and edit music using loops, MIDI data, and audio sources Identify instrument timbres and be able to select instrument patches to compliment the mix of the track Evaluate the layering of various tracks in a sound source and make changes to panning to compliment the mix Identify errors in recording and use software to edit and enhance the final mix	Demonstrate the ability to record music tracks into a sequencer in both step time and real time Develop an active ear to evaluate needed adjustments to instrument patches and effects for desired timbre Show understanding of advanced functions by editing the layering of multiple tracks in a music landscape Apply practical application of music software to edit performance errors in the recording process
Unit 2: **Music Theory & Rhythmic Notation**	On-Going throughout the school year. September - June	NEW JERSEY: NJSLS.VPA.1.1.12.B.1 NJSLS.VPA.1.1.12.B.2 NJSLS.VPA.1.3.12.B.1 NJSLS.VPA.1.4.12.A.2 NATIONAL: MU:Re9.1.C.Ia	Students will be able to: Perform and differentiate pitches notated on the treble and bass clefs Compose scales and chord structures in the studied key signatures Identify and utilize general music	Demonstrate knowledge of musical notation and relate pitch to location on the musical keyboard. Construct scales and chords as relates to the key signatures being studied. Identify accidentals as relates to

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		MU:Re7.2.H.5a MU:Pr4.1.H.5a MU:Pr5.1.H.5a CAREER READY: NJSLS.CRP1 NJSLS.CRP11 NJSLS.CRP12 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA	symbols: staff, clefs (treble and bass),bar line, pitch, ledger lines, rests, repeats, dynamics, sharps, naturals, flat signs, and tempo markings. Read, Count and Perform rhythms containing the following notes and rests: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, and tied notes of all lengths. Notate rhythmic patterns played in a musical example or piece of music Utilize transcribed patterns in an arrangement or original composition	notating and performing the major scales and the chromatic scale on the musical keyboard. Make connections from frequently used notation and symbols from the manuscript apply to sequenced recordings Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, and tied notes of all lengths. Execute an external steady beat while maintaining an internal steady beat. Use a metronome regularly during practice of rhythmic patterns Understand, discuss, and demonstrate the concept of subdivision and apply it to their performance of rhythmic examples. Analyze and perform music with the universal counting system such as 1+2+3+4+ and 1e+a 2e+a 3e+a 4e+a.
Unit 3: **Keyboard Performance Skills**	On-Going throughout the school year. September -	NEW JERSEY: NJSLS.VPA.1.1.12.B.1 NJSLS.VPA.1.2.12.A.2 NJSLS.VPA.1.3.12.B.1 NJSLS.VPA.1.3.12.B.2	Students will be able to: Demonstrate keyboard technique with proper finger placement and logical fingering choice.	Demonstrate proper posture and finger placement on the keyboard. Develop a lesson specific warm-up routine.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	June	NATIONAL: MU:Pr4.1.H.5a MU:Pr5.1.H.5a CAREER READY: NJSLS.CRP1 NJSLS.CRP8 NJSLS.CRP11 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA	Demonstrate the ability to transfer music notation to a live or recorded performance on the keyboard. Execute teacher directed warm-up routine Perform keyboarding skills to sequence music tracks utilizing music software.	Show mastery of scales and scale based exercises as a vehicle for performing keyboard repertoire. Perform keyboard repertoire of varying tempo markings as a means to record music tracks in a sequencing program
Unit 4: **Music Composition & Arranging Skills**	On-Going throughout the school year. September - June	NEW JERSEY: NJSLS.VPA.1.1.12.B.1 NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.3.12.B.4 NJSLS.VPA.1.4.12.A.2 NATIONAL: MU:Pr4.2.C.1a MU:Re8.1.C.1a MU:Re9.1.C.1a CAREER READY: NJSLS.CRP1 NJSLS.CRP6 NJSLS.CRP8 NJSLS.CRP11	Students will be able to: Develop a harmonic and melodic framework for a composition Notate and record individual music elements to create an original idea or arrangement Manipulate an existing work to give it a new style, tonality or mood Explore use of varied electronic instruments to find patches most fitting for the student's composition Examine music elements evident in both MIDI and audio file formats in an attempt to adapt them for musical development	Demonstrate a working knowledge of music theory and rhythm in the creation of a musical composition Perform simple keyboard ideas as a means for track recording Use a collection of small musical idioms to layer ideas for a collective composition Reinforce notation skills through manipulation of written material for the desired musical effect Arrange elements found in various forms of media to show mastery of the layering techniques used in garage band

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Pr4.2.T.Ia MU:Cr.4.1.I.T.Ia		
Unit 5: **Listening and Analysis**	On-Going throughout the school year. September - June	NEW JERSEY: NJSLS.VPA.1.2.12.A.2 NJSLS.VPA.1.3.12.B.1 NJSLS.VPA.1.4.12.B.1 NJSLS.VPA.1.4.12.B.2 NATIONAL: MU:Pr4.2.C.Ia MU:Pr8.1.C.5a MU:Pr6.1.H.Ia MU:Pr9.1.C.Ia CAREER READY: NJSLS.CRP6 NJSLS.CRP8 NJSLS.CRP11 NJSLS.CRP12 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Pr5.1.T.IA MU:Cr.4.1.I.T.IA MU:Cr.7.2.T.IA	Students will be able to: Listen for and describe differences in the recorded music being studied. Identify varied acoustical and electronic instruments in recorded excerpts and describe how instrument voicings can affect timbre. Match the playing style of the ensemble. Record and analyze their compositions with the use of a peer critique Critique professional concerts and recordings of professional groups to continue to develop a concept of individual taste and composition style	Refine individual listening skills and create a critique check list. Develop listening skills within a focus on similar musical elements in varying idioms of music style and feel Recognize how to utilize recordings to develop their own musical creativity

Unit 1: Music Software Skills	Recommended Duration: September - June
In this unit students will learn basic computer skills necessary to edit, create and rearrange music. Students will also explore more advanced functions of editing sound patches and will work to layer recordings to produce a desired effect. Aside from the practicing of basic software skills, this unit will allow the student to problem solve using software to create a musical landscape, fitting of the student's desired mood and function.	

Essential Questions:	Enduring Understandings:
How is music notation and sequencing software different than previously used technology? How can I use musical instruments as input devices? How does sound editing differ from a recording studio application? How can I alter an existing sound file using loops and advanced effects? Can music technology help to fix and embellish and recorded or live performance?	Many computer operations are consistent with music technology uses. Electronic music is an ever emerging art form with limitless possibilities for self-expression. There is a direct relation to a computer sequencer and a sound board used in a recording studio. Mastery of advanced editing functions can help to hide and change recording errors.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): NJSLS.VPA.1.2.12.A.2 MU:Cr.4.2.I.T.IA Supportive (Secondary): NJSLS.VPA.1.3.12.B.4 MU:Pr4.1.T.Ia	Students will be able to: Record music tracks using various software platforms and input devices Record music tracks in both step time and real time Record and edit music using loops, MIDI data, and	Demonstrate the ability to record music tracks into a sequencer in both step time and real time Develop an active ear to evaluate needed adjustments to instrument patches and effects for desired timbre Show understanding of advanced functions by editing the

Relevant Standards:	Learning Goals:	Learning Objectives:
CAREER READY: NJSLS.CRP1 NJSLS.CRP6 NJSLS.CRP11 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA	audio sources Identify instrument timbres and be able to select instrument patches to compliment the mix of the track Evaluate the layering of various tracks in a sound source and make changes to panning to compliment the mix Identify errors in recording and use software to edit and enhance the final mix	layering of multiple tracks in a music landscape Apply practical application of music software to edit performance errors in the recording process

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Daily Sequencing Exercises Peer Critique Classroom Demonstration	Music Technology Terminology Quizzes Hands-on small group projects (individual, small group) Student Lead small group demonstration	Advanced function performance evaluations Music Technology Terminology Tests	Completion of MIDI and MP3 import projects Completion of voice over mixing projects Completion of patch and volume/fade function projects

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Additional time to complete tasks/projects • Multiple attempts • Reduced edited functions required in major projects	• Spoken and teacher demonstrated assessment to reinforce skills essential to the studied functions	• Small Group vs. Individual work • Hands on activities • Instructions/expectations given several ways (lecture/listening/written).	• Perform more advanced editing functions • Perform more layering techniques and use of loops for a desired percussion track

Instructional Strategies: *(List and describe.)*
Scaffolding – assembling small bits of material into larger works Modeling – teacher and student examples of desired performance practices Chunking – separating complex information in digestible bites Direct Instruction – one on one instruction to fix an error in technique or approach Monitoring – management by walking around the music studio Performing – students showing progress with practice sessions and demonstrating for fellow students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Reduced amount of editing functions required • Work with a small group to increase student's confidence	• Spoken and teacher demonstrated instruction to reinforce skills essential to the studied functions	• Motivation through student made and professional recordings • Small Group and Solo work sessions	• Create more advanced loops and layering techniques when completing recording projects

Unit Vocabulary:
Essential: track, sequence, layer, left/right/, front/back, fade **Non-Essential:** midi translator, sustain pedal, peek, trim

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: Mathematics: Science: Visual and Performing Arts:	Use of classroom music software as a recording device and medium for sound editing and mixing.	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Creativity & Innovation ____ Media Literacy __X__ Critical Thinking & Problem Solving Use of trial and error to perfect the proper technique to fit the repertoire or etude being studied __X__ Life and Career Skills *(flexibility,*

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
Health/PE: World Languages: Social Studies: Technology: Career Ready Practices: Library:			*initiative, cross-cultural skills, productivity, leadership, etc.)* Use of leadership and productivity to achieve the desired results with individual and small group work __X__ Information & Communication Technologies Literacy Use of technology in the form of online examples and assessment techniques to make desired improvement to musicianship __X__ Communication & Collaboration Use of leadership and productivity to achieve the desired results with individual and small group work ____ Information Literacy

Resources:
Texts/Materials: • Mac Mini Computer Studio • Synthesizer & Metronome • Professional recordings and tutorials – You Tube, Garage Band Software **Major Assignments (required):** • MIDI and MP3 import projects • Voice over mixing projects • Completion of patch and volume/fade function projects **Major Activities (required):** • Classroom Demonstration • Peer Critique

Unit 2: Music Theory & Rhythmic Notation	Recommended Duration: September - June
In this unit, music theory and rhythmic notation allows us to study the common practices and possibilities in musical manuscript. Throughout the year when studying music theory, students will focus on academic study and analysis of fundamental elements of music such as pitch, rhythm, harmony, and form, and refers to descriptions, concepts, or beliefs related to music. Because of the ever-expanding conception of what constitutes music, a more inclusive definition could be that music theory is the consideration of any sonic phenomena, including silence, as it relates to music. Focus will be placed on understanding how and why a composer chose a melodic line or harmonic structure to compliment the mood being portrayed and giving the students an ability to access the key and mode being used in the repertoire.	

Essential Questions:	Enduring Understandings:
Does a professional musician always have music theory knowledge? If not, why?	The approach to learning musical symbols in music is the same as the approach to learning any unfamiliar language.
What is the advantage to having music theory knowledge for use with music technology?	Basic music knowledge is just as important to know as instrument specific music knowledge.
How do high school musicians apply the knowledge from general music class into practical application?	Having a strong music theory knowledge base is essential to a musician who is able to sight read music.
What music theory knowledge is essential to a well-rounded musical education?	Music Theory knowledge gives a musician greater ability to compose and improvise music.
Why is steady rhythm important in music composition?	Mathematical subdivisions and equivalencies of the various musical rhythmic notations must be understood in order to perform music literature correctly.
Does the variety of rhythm add intensity to a piece of music?	The performer should subdivide the beat to the shortest duration of the piece being played.
How does rhythmic counting change in various genres of music?	The performer should be able to demonstrate rhythmic patterns over style changes.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): NJSLS.VPA.1.1.12.B.1 MU:Re9.1.C.Ia Supportive (Secondary): NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.4.12.A.2 MU:Pr4.1.H.5a CAREER READY: NJSLS.CRP1 NJSLS.CRP11 NJSLS.CRP12 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA	Students will be able to: Perform and differentiate pitches notated on the treble and bass clefs Compose scales and chord structures in the studied key signatures Identify and utilize general music symbols: staff, clefs (treble and bass), bar line, pitch, ledger lines, rests, repeats, dynamics, sharps, naturals, flat signs, and tempo markings. Read, Count and Perform rhythms containing the following notes and rests: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, and tied notes of all lengths. Notate rhythmic patterns played in a musical example or piece of music Utilize transcribed patterns in an arrangement or original composition	Demonstrate knowledge of musical notation and relate pitch to location on the musical keyboard. Construct scales and chords as relates to the key signatures being studied. Identify accidentals as relates to notating and performing the major scales and the chromatic scale on the musical keyboard. Make connections from frequently used notation and symbols from the manuscript apply to sequenced recordings Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, and tied notes of all lengths. Execute an external steady beat while maintaining an internal steady beat. Use a metronome regularly during practice of rhythmic patterns Understand, discuss, and demonstrate the concept of subdivision and apply it to their performance of rhythmic examples. Analyze and perform music with the universal counting system such as 1+2+3+4+ and 1e+a 2e+a 3e+a 4e+a.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Daily Counting Exercises Daily Rhythmic Sight Reading Exercises Daily Theory drilling and practice - Music Worksheets/music theory.net Classroom Demonstration Rhythmic Dictation	Rhythmic Notation and Theory Quizzes Rhythmic Performance Quizzes (individual, small group, full ensemble) Student Created Rhythmic Patterns	Performance Exams (individual, small group, full ensemble) Benchmark Performance Exams – applying rhythm and articulation patterns Smart Music Rhythm Assignments Rhythmic Notation Dictation Exams	Completion of Rhythmic Performance exercises in duple and triple meter Completion of written Rhythmic Counting Patterns and dictation exams Benchmark Assessment with material connecting music theory and rhythm elements

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Additional time to complete tasks/projects • Multiple attempts • Varied tempo and rhythmic complexity to assist in skill level	• Spoken and teacher demonstrated exercises to reinforce musical terms essential to the technique • Music is a universal language and rhythmic notation will be understood across language differences	• Small Group vs. Individual work • Hands on activities and flashcard review • Instructions/expectations given several ways (lecture/listening/written).	• Perform more advanced rhythmic notation, meters and tempo markings • Demonstrate mastery by acting as a tutor for other students

Instructional Strategies: *(List and describe.)*

Scaffolding – assembling small bits of material into larger works
Modeling – teacher and student examples of desired performance practices
Chunking – separating complex information in digestible bites
Direct Instruction – one on one instruction to fix an error in technique or approach
Monitoring – management by walking around the music studio
Performing – students showing progress with practice sessions and demonstrating for fellow students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Reduced tempo markings and rhythmic notation • Perform with a small group to increase student's confidence	• Spoken and teacher demonstrated exercises to reinforce musical terms essential to the technique • Music is a universal language and rhythmic notation will be understood across language differences	• Motivation through student clapping and counting exercises • Small Group and Solo practice time • Group work on theory worksheets and new concepts	• Rehearse more advanced rhythmic notation, meters and tempo markings • Demonstrate mastery by acting as a tutor for other students

Unit Vocabulary:
Essential: clef, staff, note head, scale, chord structure, counting system, subdivision, strong beat, weak beat, upbeat, syncopation **Non-Essential:** triad, chromatic scale, triplet, articulation

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology:	Use of classroom computers for music theory and rhythm drilling and note recognition.	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Creativity & Innovation ____ Media Literacy __X__ Critical Thinking & Problem Solving Use of trial and error to perfect the proper technique to fit the repertoire or etude being studied __X__ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* Use of leadership and productivity to achieve the desired results with individual and small group work

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
Career Ready Practices: Library:			__X__ Information & Communication Technologies Literacy Use of technology in the form of online examples and assessment techniques to make desired improvement to musicianship __X__ Communication & Collaboration Use of leadership and productivity to achieve the desired results with individual and small group work ____ Information Literacy

Resources:

Texts/Materials:

- A diverse and varied collection of theory worksheets and rhythm patterns
- Text: Thompson's Basic Music Theory – I & II
- Manuscript paper
- Metronome

Major Assignments (required):

- Completion of Rhythmic Performance exercises in duple and triple meter
- Completion of written Theory Tests

Major Activities (required):

- Daily Drilling of rhythmic patterns
- Class Performance and demonstration of rhythmic understanding (individual and group)
- Class Theory work and classroom discussion and demonstration

Unit 3: Keyboard Performance Skills	Recommended Duration: September - June
In this unit, students will study the art of playing and performing music on the music synthesizer. This unit of instruction focuses on the basic elements of keyboard performance; to be used as a vehicle for created arrangements and original compositions with a sequencing program. Students will use the skills learned in the music theory and rhythm unit to relate the music notation to a recording using garage band. Keyboard is the most common of music track input method available and thereby gives the students a wealth of knowledge to build upon with larger composition and performance projects.	

Essential Questions:	Enduring Understandings:
How can keyboard performance express music? How can skills on other musical instruments transfer to keyboard performance? Why is proper finger placement crucial to a performance or recording? Can a keyboard play with dynamics and shaping? Can a keyboard performance be expressed in a digital format?	Keyboard is the most widely used MIDI input device. Keyboard performance can capture an infinite amount of midi data. Keyboard skills can be multiplied when used in conjunction with a music sequencer or notation program. Previous theory and rhythmic understanding is imperative before using technology to alter a keyboard performance.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): NJSLS.VPA.1.3.12.B.1 MU:Re7.2.H.5a Supportive (Secondary): NJSLS.VPA.1.1.12.B.2 MU:Pr4.1.H.5a CAREER READY: NJSLS.CRP1 NJSLS.CRP8 NJSLS.CRP11	Students will be able to: Demonstrate keyboard technique with proper finger placement and logical fingering choice. Demonstrate the ability to transfer music notation to a live or recorded performance on the keyboard. Execute teacher directed warm-up routine Perform keyboarding skills to sequence music tracks utilizing music software.	Demonstrate proper posture and finger placement on the keyboard. Develop a lesson specific warm-up routine. Show mastery of scales and scale based exercises as a vehicle for performing keyboard repertoire. Perform keyboard repertoire of varying tempo markings as a means to record music tracks in a sequencing program

Relevant Standards:	Learning Goals:	Learning Objectives:
Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Cr2.1.T.IA MU:Cr.4.1.I.T.IA		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Daily Scale Based Warm-Up Exercises Daily technical practice - Music Book/Smart Music Software Classroom/Partner Demonstration	Performance Quizzes Student practice logs	Benchmark Performance Exams – applying rhythm and theory to performance Performance Exams	Completion of Scale Based sequencing projects Completion of Harmony Based sequencing projects

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Additional time to complete tasks/projects • Multiple attempts • Varied tempo and key signature work to assist in technical development	• Spoken and teacher demonstrated exercises to reinforce musical terms essential to the technique	• Small Group vs. Individual work • Hands on activities • Instructions/expectations given several ways (lecture/listening/written).	• Perform more advanced scale patterns, chord structures, and tempo markings

Instructional Strategies: *(List and describe.)*
Scaffolding – assembling small bits of material into larger works Modeling – teacher and student examples of desired performance practices Chunking – separating complex information in digestible bites Direct Instruction – one on one instruction to fix an error in technique or approach

Monitoring – management by walking around the music studio
Performing – students showing progress with practice sessions and demonstrating for fellow students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Reduced tempo markings and articulation patterns • Perform with a small group to increase student's confidence	• Spoken and teacher demonstrated exercises to reinforce musical terms essential to the technique	• Motivation through student made and professional recordings • Small Group and Solo practice sessions	• Practice more advanced scale patterns, chord structures, and tempo markings

Unit Vocabulary:

Essential: finger technique, 5 finger pattern, right hand, left hand
Non-Essential: lead with thumb, sustain pedal, hand position

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies:	Use of classroom keyboard/synthesizer for keyboard practice.	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Creativity & Innovation ____ Media Literacy __X__ Critical Thinking & Problem Solving Use of trial and error to perfect the proper technique to fit the repertoire or etude being studied __X__ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* Use of leadership and productivity to achieve the desired results with individual and small group work

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
Technology: Career Ready Practices: Library:			__X__ Information & Communication Technologies Literacy Use of technology in the form of online examples and assessment techniques to make desired improvement to musicianship __X__ Communication & Collaboration Use of leadership and productivity to achieve the desired results with individual and small group work ____ Information Literacy

Resources:

Texts/Materials:

- A diverse and varied collection of performance and practice pieces or etudes
- Text: Alfred's Older Beginner Book 1 & 2
- Metronome
- Backing Track Recordings – You Tube, Garage Band Tutorials

Major Assignments (required):

- Completion of Scale Based sequencing projects
- Completion of Harmony Based sequencing projects

Major Activities (required):

- Daily Drilling of varied hand positions and scale patterns/chord structures
- Class Performance and demonstration of keyboard mastery (individual and group)

Unit 4: Music Composition & Arranging Skills	Recommended Duration: September - June
In this unit, students will work to put the concepts in the music theory unit into practical practice. Students will continue to use pitch, rhythm, harmony, and form to create music fitting their desired mood or emotion. Elements from all units of study will be utilized when creating original and rewritten arrangements of existing musical material. Student composers now possess the needed musical knowledge, piano skills and computer software skills to manipulate the music to their liking.	

Essential Questions:	Enduring Understandings:
Does a music composer always have music theory knowledge? What is the advantage to having music theory knowledge before composing or arranging music? How do high school musicians apply the knowledge from general music class into practical application? What music theory knowledge is essential to a high school student's musical education?	The approach to learning musical symbols in music is the same as the approach to learning any unfamiliar language. Basic music knowledge is just as important as acquired instrument performance skills. Music Theory knowledge gives a musician greater ability to compose and arrange music.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): NJSLS.VPA.1.3.12.B.4 MU:Pr4.2.C.1a Supportive (Secondary): NJSLS.VPA.1.3.12.B.2 MU:Re8.1.C.1a	Students will be able to: Develop a harmonic and melodic framework for a composition Notate and record individual music elements to create an original idea or arrangement Manipulate an existing work to give it a new style, tonality or mood	Demonstrate a working knowledge of music theory and rhythm in the creation of a musical composition Perform simple keyboard ideas as a means for track recording Use a collection of small musical idioms to layer ideas for a collective composition

Relevant Standards:	Learning Goals:	Learning Objectives:
CAREER READY: NJSLS.CRP1 NJSLS.CRP6 NJSLS.CRP8 NJSLS.CRP11 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Pr4.2.T.Ia MU:Cr.4.1.I.T.Ia	Explore use of varied electronic instruments to find patches most fitting for the student's composition Examine music elements evident in both MIDI and audio file formats in an attempt to adapt them for musical development	Reinforce notation skills through manipulation of written material for the desired musical effect Arrange elements found in various forms of media to show mastery of the layering techniques used in garage band

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Composition Worksheets Whiteboard Classwork Classroom Demonstration and partner work	Small phrase composition Phrase chord structure Short complete music composition assignments (4-8 measures)	Music Theory Testing Musical phrase composition Voicing used in original arrangement of popular melodies	Benchmark Mark Exams – concentration on music theory elements and recognizing important musical symbols' importance in the arrangement Larger music composition project to utilize chord structure and melodic line (12-16 measures)

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Additional time to complete tasks/projects • Multiple attempts • Varied key signature and harmony work to assist in practical application	• Spoken and teacher demonstrated exercises with visual coordination to reinforce musical terms essential to the technique	• Small Group vs. Individual work • Teacher help given to start the creative process • Instructions/expectations given several ways (lecture/listening/written).	• Compose using more advanced key signatures, meters and tempo markings

Instructional Strategies: *(List and describe.)*			
Modeling – teacher and student examples of desired performance practices Chunking – separating complex information in digestible bites Monitoring – management by walking around the music studio Presenting – students showing progress with practice sessions and demonstrating for fellow students			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Complete composition projects of varying size to show theoretical application • Teacher begun projects to aide in student's success	• Spoken and teacher demonstrated exercises with visual coordination to reinforce musical terms essential to the technique	• Motivation through student compositions and evaluation • Hands on composition work	• Practice composition skills in more advanced key signatures, meters and tempo markings

Unit Vocabulary:
Essential: Key signature, meter, accidentals, sharp, flat, natural, triad, chord structure **Non-Essential:** hand position, volume, trim

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages:	Use of classroom technology for composition and arranging projects.	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	__X__ Creativity & Innovation Use of theoretical knowledge and past musical experience to create a musical form and structure fitting of the desired mood ____ Media Literacy __X__ Critical Thinking & Problem Solving Use of trial and error to perfect the proper technique to fit the repertoire or etude being studied __X__ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity,*

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
Social Studies: Technology: Career Ready Practices: Library:			*leadership, etc.)* Use of leadership and productivity to achieve the desired results with individual and small group work __X__ Information & Communication Technologies Literacy Use of technology in the form of online examples and assessment techniques to make desired improvement to musicianship __X__ Communication & Collaboration Use of leadership and productivity to achieve the desired results with individual and small group work ____ Information Literacy

Resources:
Texts/Materials: • A diverse and varied collection of performance and practice pieces • Manuscript paper • Metronome • Music Theory Tutorials – You Tube, musictheory.net, Google Education Suite Software **Major Assignments (required):** • Benchmark Mark Exams – heavy concentration on music theory elements and recognizing musical symbols. • Larger music composition project to utilize chord structure and melodic line (12-16 measures) **Major Activities (required):** • Drilling of music theory terminology and application to chord structure • Class demonstration of music compositions

Unit 5: Listening & Analysis	Recommended Duration: September - June
In order to deconstruct the music, students must learn to listen actively. This unit of study students will listen to and analyze recordings of musical performances from professionals and from their own performances throughout the school year to train the students to actively listen. Through study of the vital elements of music, students will learn to discuss performance flaws, hear musical form and melodic construction as well as how to use music as a medium for expression. Through various forms of reflection and active listening, students will have a deeper understanding of the elements that make a particular piece or genre music appeal to them on an artistic and technical level.	

Essential Questions:	Enduring Understandings:
Why is it necessary to know different styles and genres for musical performances? Why is it important to listen/watch to our own playing as well as listen/watch the great musicians? How can we take what we see from the great musicians and apply it to our own playing?	Ear training is an integral and needed part of a musician's music education. An essential part of music education includes knowing the different genre and styles in music. Listening and critiquing recordings of your own playing, as well as professional musician recordings, is an important process for self-improvement. Listening is the key to successful improvisation and the use of theoretical knowledge to compose and improvise shows mastery in the jazz idiom.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): NJSLS.VPA.1.3.12.B.2 NJSLS.VPA.1.4.12.A.2 MU:Pr4.1.H.5a Supportive (Secondary): NJSLS.VPA.1.4.12.B.1	Students will be able to: Listen for and describe differences in the recorded music being studied. Identify varied acoustical and electronic instruments in recorded excerpts and describe how instrument voicings can affect timbre. Match the playing style of the ensemble	Refine individual listening skills and create a critique check list. Develop listening skills within a focus on similar musical elements in varying idioms of music style and feel Recognize how to utilize recordings to develop their own musical creativity

Relevant Standards:	Learning Goals:	Learning Objectives:
MU:Pr5.1.H.5a CAREER READY: NJSLS.CRP6 NJSLS.CRP8 NJSLS.CRP11 NJSLS.CRP12 Technology: NJSLS.8.1.12.A.1 NJSLS.8.1.12.B.2 MU:Pr5.1.T.IA MU:Cr.4.1.I.T.IA MU:Cr.7.2.T.IA	Record and analyze their compositions with the use of a peer critique Critique professional concerts and recordings of professional groups to continue to develop a concept of individual taste and composition style	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Open Class Discussion about professional performances and recordings. Quick response and exit ticket assignments in regards to use of technology in recordings being reviewed.	Short paragraph assignments to reflect on the style/mood of a piece of music. Writing quiz to embellish listening skills while listening to new music.	Group critique of in class performances and sharing personal reflections with the class. Personal reflection on new music being created and listened to as a class.	Benchmark Mark Exams – open ended questions to require higher level thinking skills and evaluation of musical terms and mood/feeling being elicited during active listening. Research the performance practices of famous electronic musicians and discuss their impact on technology in music Project Reflections – following each major project, students will write about successes and weaknesses in their projects

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Additional time to complete listening and reflection • Multiple attempts • Reduced vocabulary utilized for reflection	• Spoken and teacher discussion exercises to reinforce musical terms essential to their reflection • Music is a universal language and rhythmic notation will be understood across language differences	• Small Group vs. Individual work • Class Discussion • Instructions/expectations given several ways (lecture/listening/written).	• Increased musical vocabulary utilized for reflection and discussion

Instructional Strategies: *(List and describe.)*			
Modeling – teacher and student examples of desired performance practices Monitoring – management by walking around the ensemble Presenting – students showing progress with practice sessions and demonstrating for fellow students			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Reduced vocabulary utilized for reflection • Group discussion of listening strategies	• Spoken and teacher discussion exercises to reinforce musical terms essential to their reflection • Music is a universal language and rhythmic notation will be understood across language differences	• Motivation through student made and professional recordings • Small Group and individual reflection exercises	• Increased musical vocabulary utilized for reflection and discussion

Unit Vocabulary:
Essential: Dynamics, phrase, shaping, blend, balance, articulation, major or minor chord structure **Non-Essential:** key signatures, meter, trim

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: Career Ready Practices: Library:	Use of you tube and google drive for examples of music for evaluation and reflection. Students will use google classroom and google docs to share their reflection of the recent performances and musical examples.	____ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	__X__ Creativity & Innovation Use of theoretical knowledge and past musical experience to evaluate and reflect on the musical form and structure fitting of the desired mood ____ Media Literacy __X__ Critical Thinking & Problem Solving Use of trial and error to perfect the proper technique to fit the repertoire or etude being studied __X__ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* Use of leadership and productivity to achieve the desired results with individual and small group work __X__ Information & Communication Technologies Literacy Use of technology in the form of online examples and assessment techniques to make desired improvement to musicianship __X__ Communication & Collaboration Use of leadership and productivity to achieve the desired results with individual and small group work ____ Information Literacy

Resources:
Texts/Materials: • Music Recording Sources – You Tube, Google Drive, and other online services, CD recordings • Google Docs and Classroom – reflection and sharing **Major Assignments (required):** • Benchmark Mark Exams – open ended questions to require higher level thinking skills and evaluation of musical terms and mood/feeling being elicited during active listening. • Research the performance practices of famous electronic musicians • Project Reflections – following each major project of the school year, students will write about successes and weaknesses in their work **Major Activities (required):** • Group critique of in class performances and sharing personal reflections with the class. • Personal reflection on new music being composed/arranged and listened to as a class.