

World of Digital Music Overview

Content Area: **Music**
Course(s): **WORLD OF DIGITAL MUSIC**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This course serves as a gateway to music both as a listener and a composer. Students will listen, critique, analyze, and share their thoughts and opinions on not only specific songs, but on musical philosophy as a whole. Students will also explore basic elements of music (rhythm, melody, form, style, etc) as well as basic elements of digital music production. Further, students will explore composers/artists of interest and share their lives in a creative way. Course expectations include composing, editing, and arranging of music. Assignments of music listening and critiques are also components of this course.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. 21 st Century Life and Careers	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology Literacy	S		

Textbooks and other resources

COURSE RESOURCES

MIDI Piano Lab

Macintosh Computers with Music Software (music notation and recording software)

Handheld digital recorders

Supplemental recordings and materials

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof (Sur Asses
Unit 1 <u>Elements of Music</u> Understanding vocabulary in relation to music fundamentals; analyzing and applying vocabulary to a variety of musical pieces using perceptive listening.	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.1.12.B.1 (D) 1.1.12.B.2 (D) 1.3.12.B.1 (D) 1.3.12.B.2 (D) 1.4.8.A.1 (M) 1.4.8.A.3 (M)	1	2-3 weeks	Part Perc Shee
Unit 2 <u>Keyboard and Computer Skills</u> Understanding proper operation use of electronic piano keyboards; understanding basic functions in music production software.	7.1.NM.A.2 (M) 1.1.12.B.1 (D) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.12.B.2 (D)	1	1-2 weeks	Part mus soft

	1.3.12.B.4 (D)			
	1.4.8.A.7 (M)			
	8.1.8.C.SI (M)			
Unit 3 <u>Performers and Audiences</u> Discuss role of music critics and music criticism; Role of audience in music; Art music vs. popular music; Technology's impact on music; Music's role in society, Amateur vs. Professional	1.1.8.B.1 (M)	1	3-4 weeks	Part Hon
	1.1.8.B.2 (M)			
	1.2.8.A.1 (M)			
	1.2.8.A.2 (M)			
	1.2.8.A.3 (M)			
	1.2.12.A.1 (D)			
	1.3.12.B.1 (D)			
	1.4.8.A.6 (M)			
	1.4.8.B.2 (M)			
	1.4.12.B.1 (D)			
	1.4.12.B.2 (D)			
	1.4.12.B.3 (D)			
	8.1.12.D.1 (D)			
Unit 4 <u>Form</u> Analyzing and understanding of musical form including: Loops, Binary Form, Ternary Form, Theme and Variations, Pop Song, AABA, Strophic, Through Composed	1.1.8.B.2 (M)	2	4-5 weeks	Part proc Assi
	1.1.12.B.1 (D)			
	1.3.12.B.1 (D)			
	1.3.12.B.2 (D)			
	1.3.12.B.4 (D)			
	1.4.8.A.3 (M)			
	1.4.8.A.6 (M)			
	1.4.8.A.7 (M)			
	1.4.8.B.2 (M)			
	8.1.8.C.SI (M)			
	CRP.K-12.CRP8 (M)			
	CRP.K-12.CRP2(M)			

	1.1.8.B.1 (M)			
	1.1.8.B.2 (M)			
Unit 5 <u>Music in Other Media</u> Exploration and creation of music in other art forms; including theater, commercials, film, radio, internet, and television	1.1.12.B.1 (D) 1.1.12.B.2 (D) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.12.B.4 (D) 1.4.12.B.3 (D) <i>CRP.K-12.CRP8 (M)</i> <i>CRP.K-12.CRP2(M)</i>	2	3-4 weeks	Part proc Assi
Unit 6 <u>Alternative Instruments</u> Understanding and exploration of non-traditional ways of creating music	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.12.B.4 (D) <i>8.1.8.C.SI (M)</i> <i>CRP.K-12.CRP8 (M)</i> <i>CRP.K-12.CRP2(M)</i>	2	3-4 weeks	Part

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of

music in diverse styles and genres of musical compositions.

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Written assignments
- Tests and quizzes
- Individual listening skills assessments
- Music production projects

Final course grades will be based on:

- Marking period grades (each 40% of final grade)
- Final exam/Project (20% of final grade)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In World of Digital Music the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning

modifications to course content and/or instructional methodology.

Other Details

#2513 World of Music (Churchill Junior High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
120	055	A	S	8-9	2.5	210	E	10/08/1999