Unit 4: Creating Sound

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Music**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

The students will learn about how sound is created. In this unit the student will define percussion instruments and work with random, "junk" items to create their own unique instruments. They will create rhythms that are unique to their instrument to create their own "junk" music.

Essential Questions

- How do musicians make creative decisions?

- How do musicians make meaningful connections to creating, performing and responding?

- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understandings

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

- Musicians' creative choices are influenced by their expertise, context and expressive intent.

Standards/Indicators/Student Learning Objects (SLOs)

MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

Lesson Titles

- Creating a non-traditional notation system
- Creating Instruments
- Creating sound combinations/music
- Defining how sound is created
- Exploring instruments from other cultures and ethnicities
- Identifying and watching non traditional ways that sound is created
- Writing and recording original instrumental music

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources,

including occupation databases, and state and national labor market statistics.

There are variety of resources available to help navigate the career planning process.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

There are resources to help an individual create a business plan to start or expand a business.

Inter-Disciplinary Connections

The building of instruments can connect to the basics of engineering and its artistic outcomes.

SCI.MS-ETS1	Engineering Design
SCI.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Equity Considerations

Asian American Pacific Islander Mandate

Students will research various Asian American musicians who play the ukulele during our ukulele unit.

LGBTQ & Disabilities Mandate

Climate Change Mandate

Topic: Design with Sustainability in Mind

Material Choices: Discuss the environmental impact of different materials and encourage students to consider the lifecycle of their chosen "junk." Can they use items already available in the classroom or at home to minimize waste? Can they choose locally sourced materials or natural items with minimal processing?

Building Techniques: Explore sustainable building practices for their instruments. Can they use natural adhesives, repurposed fabric scraps, or even rainwater for joining materials?

Students will learn to upcycle buckets, trash cans, and trash can lids to create percussion ensembles.

Addresses the Following Component of the Mandate: The political, economic, and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- The Junkyard Symphony Project: https://junkyardsymphony.org/ - Explore this organization's work creating instruments from recycled materials and get inspired by their DIY instrument tutorials.
- Instructables: https://www.instructables.com/ - Browse through a vast collection of user-created projects, including several on building instruments from recycled materials.
- The Garbage Band: https://www.mysuncoast.com/video/2023/04/21/making-music-out-trash-with-garbage-men-band-suncoast-view/ - This real-life band plays music exclusively with recycled instruments, demonstrating the creative possibilities.
- The Climate Reality Project: https://www.climaterealityproject.org/ - Explore their educational resources, including music-related activities and connections to climate issues.
- The National Center for Climate Education: https://ncics.org/ - Find lesson plans and resources on climate change, some of which incorporate music and artistic expression.
- The Youth Climate Strike: https://fridaysforfutureusa.org/ - Connect with this youth movement and explore their creative ways of raising awareness about climate change through music and other arts.

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- They will not only create and build their own instrument, but they will evaluate the sounds that it makes and have the opportunity to improve upon their creation

- By the end of this unit students will have achieved learning at the top of Bloom's Taxonomy

- They will also be writing their own rhythms specific to their instrument and playing and recording

these into their original Soundtrap composition.

ELL Modifications

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction provided in both English and their native language
- Use visuals

IEP & 504 Modifications

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use visuals

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage students to make transformations- use a common task or item in a different way.
- Higher level discussion questions
- Student led/directed discussions

At Risk Modifications

- AE help
- Hands-on Instruction
- Modeling
- Modeling and showing lots of examples

- More resources/supports
- Non-verbal redirection of behaviors
- Review, restate, reword directions
- Speaking to students privately when redirecting behaviors
- Visuals

Formative Assessment

- Testing instruments and sounds while building
- Thumbs up/down
- Visual assessment of student progress

Summative Assessment

- "Junk" instrument project
- Inputting of instrument into Soundtrap

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Craft materials
- Student supplied "junk"
- Teacher supplied "junk"

Technology

- Chromebooks
- Google Classroom
- Google Slides
- Promethean Board
- Soundtrap
- YouTube Videos

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.