Unit 3: Music Technology

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

Essential Questions

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do musicians make creative decisions?
- How do performers select repertoire?
- 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 evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- 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.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.9-12.1.3E.12prof.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
MU.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

Lesson Titles

- Creating an original composition
- Creating original electronic elements
- Electronic/digital/technology in music throughout the world
- Form
- Introduction and review of Soundtrap
- Loops
- Recording and editing voices
- Song length

Career Readiness, Life Literacies, and Key Skills

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.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally. Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Inter-Disciplinary Connections

LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
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.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.

TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

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

- Students reach upper levels of Bloom's Taxonomy as they create original musical compositons and evaluate those of other students in their groups.

ELL Modifications

- Assess ELL students continuously using formative assessment methods

- Be flexible with time frames and deadlines
- Focus on domain specific vocabulary and keywords
- Offer alternate/or modify assessments
- Offer resources for specific topics in primary language
- Provide ELL students with multiple literacy strategies
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Tap prior knowledge

IEP & 504 Modifications

- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group
- Focus on domain specific vocabulary and keywords
- If not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- Less questions per page
- Modeling and showing lots of examples
- Monitoring student moods/behavior fluctuation patterns to report to casemanager
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Rewording questions so that there are not higher level vocabulary within the question
- Speaking to students privately when redirecting behaviors
- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days

G & T Modifications

- Avoid drill and practice activities.
- Employ differentiated curriculum to keep interest high
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Invite students to explore different points of view on a topic of study and compare the two.
- Student led/directed discussions

At Risk Modifications

- AE Help

- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Hands-on Instruction
- Modeling
- More resources/supports
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Visuals

Formative Assessment

- Level of understanding
- Review
- Sharing of student work in the Google Classroom
- Student evaluation
- Thumbs up/down

Summative Assessment

- Soundtrap project

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessment

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Music technology background information

Technology

- Chromebooks
- Promethean Board
- Soundtrap
- YouTube

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.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every

	aspect of the world in which we live.
TECH.8.2.8.A.CS2	The core concepts of technology.
TECH.8.2.8.A.CS3	The relationships among technologies and the connections between technology and other fields of study.