

Unit 4 - Literary Connection (Soundscapes)

Content Area: **Fine and Performing Arts**
Course(s): **Music Tech**
Time Period: **November**
Length: **24 Days**
Status: **Published**

Unit Overview

Literature has been an integral part of all of the arts. Music is no exception. Students will learn how the rhythmic aspects of Shakespeare can be compared to rhythms in music and they will create their own "Shakespeare Rap." In addition, students will compose music to their reciting of Edgar Allen Poe's "The Raven" as a musical soundscape to create a more "realistic sense" of the story.

Enduring Understandings

- All music has value even if it differs from an individual's musical preference.
- Art, literature, history, and culture influence music.
- Music expresses human experiences and values.
- Music is a universal language.

Essential Questions

- How do music and literature influence each other?
- How does music communicate?
- How does music elicit emotion?
- In what ways have people used music to express their values and describe their experiences?
- Why is music an integral part of the human experience?
- Why should we respect music if we don't like the way it sounds?

Standards/Indicators/Student Learning Objectives (SLOs)

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| MU.9-12.1.3E.12acc.Cr1 | Generating and conceptualizing ideas. |
| MU.9-12.1.3E.12acc.Cr3 | Refining and completing products. |
| MU.9-12.1.3E.12acc.Pr4 | Selecting, analyzing and interpreting work. |
| MU.9-12.1.3E.12acc.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MU.9-12.1.3E.12acc.Pr6 | Conveying meaning through art. |
| MU.9-12.1.3E.12acc.Re7 | Perceiving and analyzing products. |
| MU.9-12.1.3E.12acc.Re8 | Interpreting intent and meaning. |
| MU.9-12.1.3E.12acc.Re9 | Applying criteria to evaluate products. |

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| MU.9-12.1.3B.12adv.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| MU.9-12.1.3B.12adv.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |

Performance Expectations

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| MU.9-12.1.3E.12acc.Cr1a | Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources. |
| MU.9-12.1.3E.12acc.Cr2a | Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools. |
| MU.9-12.1.3E.12acc.Cr3a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3E.12acc.Cr3b | Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.9-12.1.3E.12acc.Pr4a | Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources. |
| MU.9-12.1.3E.12acc.Pr4b | Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances. |
| MU.9-12.1.3E.12acc.Pr4c | Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. |
| MU.9-12.1.3E.12acc.Pr5a | Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. |
| MU.9-12.1.3E.12acc.Pr6a | Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |
| MU.9-12.1.3E.12acc.Pr6b | Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. |
| MU.9-12.1.3E.12acc.Re7a | Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. |
| MU.9-12.1.3E.12acc.Re7b | Explain how an analysis of the structure, context and technological aspects of the music informs the response. |
| MU.9-12.1.3E.12acc.Re8a | Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. |
| MU.9-12.1.3E.12acc.Re9a | Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. |
| MU.9-12.1.3B.12adv.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. |
| MU.9-12.1.3B.12adv.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Lesson Titles

- Critique - Students will learn how to give positive feedback to their peers as to project content, creativity, and overall performance.
- Shakespeare and Rap - Students will learn how the iambic pentameter of a Shakespeare sonnet is related to musical meter by performing a rap.
- The Raven - Students will learn how music helps to influence the written word by creating a soundscape to Edgar Allen Poe's "The Raven."
- Tourism Commerical - Students will learn how music is an important aspect of adverstising by creating a tourism commerical.

Career Readiness, Life Literacies, & Key Skills

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| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

Inter-Disciplinary Connections

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| LA.9-12.3.3 | All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. |
| LA.9-12.3.5 | All students will access, view, evaluate, and respond to print, nonprint, and electronic text and resources. |
| SOC.9-12.6.2.12 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| TEC.9-12.8.1.12 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. |

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

- Classwork
- Contemporary Music Choices (Rap vs Tourism)
- Critiquing
- Demonstration
- Discussion on the Relationship of Literature and Music
- Listening Journal
- Voice Overs

Modifications

- Determine where students' interests lie and capitalize on their inquisitiveness.
- Employ differentiated instruction to keep interest & success high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Give direction orally.
- Invite students to explore different points of view on a topic of study and compare the two.

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G & T Modifications

- Alternate assignments/enrichment assignments

- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Formative Assessment

- Anticipatory Set: Question of the Day
- Closure: 3-2-1, Exit Car, Sum It Up, Ticket Out The Door
- Critique
- Homework
- Individual Feedback
- Warm-Up: Listening Journal

Summative Assessment

- Edgar Allen Poe Soundscape Project
- Marking Period Assessment
- Soundscape Quiz

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

- Behringer C-1 Condenser Microphone
- M-Audio KeyRig 49
- M-Audio Mobile Pre

Technology

- GarageBand
- iMovie
- iPhoto
- iTunes
- Promethean Board

TECH.8.1.12

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.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.