7th Grade - Unit 3 (Music, Media, and Technology)

Content Area: **Music**
Course(s): **Music 7**
Time Period: **Generic Time Period**
Length: **10 Lessons**
Status: **Published**

Established Goals/Standards

MU.6-8.1.3A.8.Cr	Creating
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
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.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.

MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
MU.6-8.1.3A.8.Cn	Connecting
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- When is creative work ready to share?

Enduring Understanding

- An introduction to News Media and how music plays a part in communications.

- Compose first cell phone ringtone representing a friend or family member.

- Compose second ringtone.

- Compose third ringtone.

- Mini project 1: Students create a dramatic drum beat for a news headline show.

- Mini project 2: Students compose custom cell phone ringtones for 3 friends or family members.

- Present ringtones to an audience and complete evaluations.

- Students download ringtones and prepare for presentation, completing peer to peer evaluations.

- Students present their news headlines and dramatic news music.

- Students use the minor key to compose a melody to go with their drum beat.

Purpose

- The purpose of this lesson is to assist each student group as they create a dramatic news headline presentation.

- The purpose of this lesson is to assist students as they complete their first ringtone mini project.

- The purpose of this lesson is to assist students as they complete their second ringtone mini project.

- The purpose of this lesson is to assist students as they complete their third and final ringtone mini project.

- The purpose of this lesson is to assist students as they fine tune all three ringtones and get them ready for the final presentation.

- The purpose of this lesson is to guide student groups as they choose minor chord notes to create a dramatic and catchy four measure melody to play under the reading of news headlines.

- The purpose of this lesson is to have each student or group make a verbal and musical presentation of their cell phone ringtone project for a live audience.

- The purpose of this lesson is to help students understand headline priorities by creating a serious and repetitive drum beat to underscore the reading of news headlines.

- The purpose of this lesson is to introduce students to the history of the cell phone and outline the project goals for the next six lessons.

- The purpose of this lesson is to introduce the Music, Media, and Technology project as students explore the ways music is used as a communications tool to help deliver a variety of messages.

Key Student Objectives

- Begin writing the first ringtone using a Quaver creative.

- Categorize headlines in order of priority.

- Choose a person to characterize with a ring tone.

- Choose three people, analyzing their characteristics and connecting them to musical elements.

- Combine the minor melody with an mp3 rhythm pattern created in the previous lesson.

- Convert the QBackbeat drumbeat into an mp3.

- Create a serious and repetitive four measure drum beat using QBackbeat.

- Create and finish a contrasting ringtone based on a second person's characteristics.

- Create and finish a contrasting ringtone based on a third person's characteristics.

- Create and finish ringtone number one based on the selected person's characterisitcs.

- Define media.

- Describe the role music plays in different types of communications used in the media.

- Edit and fine tune the oral section of the ringtone presentation.

- Evaluate each other's news music based on grading rubric and project goals.

- Evaluate each other's ringtone presentation, offering constructive feedback in the form of one critical and two complimentary comments.

- Fine tune all three ringtones based on character attributes and related musical elements.

- Give a verbal presentation of each ringtone, describing how the musical elements in each one represents the person for whom it was created.

- Name a piece of Classical music adapted for use as a ringtone.

- Name one way technology has allowed ringtones to become more diverse.

- Name three key developments in the history of the cell phone.

- Play a ringtone version of Grande Vals on classroom instruments.

- Play an mp3 of each ringtone for the audience.

- Recall the three goals for the first half of this project.

- Use technology (QSynth) to create a unique synthesized sound.

- Use technology to download all three ringtones onto a computer.

- Use that sound to create a simple melody in QComposer.

- Using a dramatic voice, read news headlines over previously created headline music.

- Write a four measure melody in QComposer using notes from 1 or 2 minor chords.

- Write four diverse news headlines.

- Write headlines based on a given story.