Sound Design, Unit 2: Elements of Music

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing; throughout the school year 30/45 Day Cycle**
Status: **Published**

Brief Summary of Unit

BRIEF UNIT SUMMARY: In this unit, students will expand on their knowledge and skills regarding the elements of music. Such elements include pitch, rhythm, dynamics, tempo, timbre, form, texture, and tonality. They will explore how these elements connect in musical and non musical contexts. Students will learn how these elements are input and edited through tools used in a Digital Audio Workstation. This unit will provide students with the opportunity to engage, explore, learn, and reflect as they apply their knowledge of music elements to create digital productions. Such productions may include musical compositions, soundscapes, and sound accompaniment to digital media. Students will meet curriculum objectives by the end of eighth grade.

Essential Questions

- What role do the elements of music play in creating digital media?
- What role do melody, harmony, timbre, and tonality play in creating texture?
- What role do beat, rhythm, and tempo play in the pacing of an audio production?
- What role do form and dynamics play within the context of an audio production?
- In what ways do elements of music interact within the context of an audio production?

Essential Understandings

- Elements of music layer and interact with each other in complex ways.
- Sound can be manipulated for musical and non-musical use.
- Combinations of various timbres and pitches can create simple or complex textures in sound.
- The timing of various sounds and silences within an audio production impacts the pacing and cohesiveness of the final product.
- Sound is structured in both musical and non-musical works.
- Elements of music contribute to the character of both music and sound design, and are used to communicate ideas and/or evoke an emotional response.
- Music and sound design exist in many different facets of everyday life.

Students Will Know

Students will know elements of music consist of pitch, rhythm, form, dynamics, tempo, timbre, texture, and tonality.

Students will know all elements of music interact with each other to create musical and non-musical works.

Students will know the way a composer combines elements of music within a work determines the ideas and emotions it conveys to listeners.

Students will know an audio production has multiple parts which can function as melodic, harmonic, rhythmic, or textural.

Students will know that songs can have different tonalities (major and minor) and meters (duple and triple).

Students will know the ways in which elements of music are represented in a Digital Audio Workspace.

Students will know the solfege syllables for pitches in the major scale.

Students will know the letter names for pitches on the treble staff.

Students will know the relationships between note and rest values and how they interact within the context of meter.

Students will know that form is the structure of a piece of music, and consists of sections which may repeat or change.

Students will know various vocal and instrumental timbres and how they are organized into parts and families.

Students will know music exists in many cultures and historical periods, and consists of many different styles/genres.

Students Will Be Skilled At

Students will be skilled at arranging sound for musical and non-musical purposes.

Students will be skilled at utilizing the elements of music in a technological format, including inputting elements of music and sound into a Digital Audio Workspace.

Students will be skilled at deciding how to combine elements of music to convey personal ideas or emotions and using them in performance and composition.

Students will be skilled at aurally identifying changes in dynamics, tempo, timbre, tonality, and texture.

Students will be skilled at recognizing, performing, and composing music with various note and rest values.

Students will be skilled at identifying, composing, and performing music in various meters and tonalities.

Students will be skilled at singing the pitches in the major scale using solfege.

Students will be skilled at identifying familiar form structures in music that is heard or performed, such as call and response, AB, ABA, theme and variation, canon, and rondo.

Students will be skilled at identifying familiar genres of music such as rap and blues.

Students will be skilled at singing composed or familiar music with accurate pitch and rhythm solo and in a group.

Students will be skilled at performing composed or familiar music with accuracy solo and in a group using various pitched and non-pitched instruments.*

Students will be skilled at performing variations in dynamics and tempo solo and in a group using various pitched and non-pitched instruments.*

Evidence/Performance Tasks

Formative:

Student response: ongoing discussion of essential questions and curriculum objectives.

Teacher observation of student performance and understanding pertaining to the elements of music including pitch, rhythm, dynamics, tempo, timbre, form, texture, and tonality.

Teacher observation of student ability to make expressive choices regarding elements of music.

Summative:

Completed Projects presented throughout the cycle or marking period based on rubric

Individual and group critique of production based on rubric

Benchmark

Project Drafts: Students will have multiple stages of progress for each production

Self and group critique of production based on rubric throughout the editing process

Assessment will have the following grade-level competency expectations:

6th Grade-with assistance

7th Grade- with limited assistance

Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

Experience concepts related to the elements of music through echos, teacher performance, and student performance of various repertoire.

Identify elements of music within listening selections and notated music.

Engage in discussion regarding elements of music and their use as means of expression in musical and non-musical contexts.

Compose music with consideration for all the elements of music.

Explore how different elements of music interact with each other through listening, composition, and performance.

Analyze the structure of a melody or musical line.

Analyze the structure of music in various forms and styles.

Analyze and experiment with the use of sound in musical and non-musical contexts and make connections to how it relates to musical elements.

Identify and assess the origins of music the students learn in class, including social, cultural, and historical influences.

Identify, explore, and compare timbre through the use of classroom instruments*, voice and DAW software.

Use classroom instruments* to perform music at varying tempos and dynamic levels to explore musical expression.

Experience singing composed and familiar melodies for use in a composition.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

* To reach curriculum goals, students will use classroom instruments given their availability and at the discretion of the music teacher.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.3A.8.Cr1	Generating and conceptualizing ideas.
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).
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.
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.
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.
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.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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).
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.
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.
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).
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
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.
1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications