

# Unit 10 - Technology Integration

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **Approximately 35 weeks (ongoing throughout the year)**

Status: **Published**

## State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> |     |
|---|-----|
| N/A   | N/A |

## Technology Integration

Main Topic – In-Depth Developmental Music Theory with a Focus on Application–Music Technology

Estimated Time: Approximately 35 weeks (ongoing throughout the year)

## Learning Objectives

- Artists will continue to become computer literate musically as they increase their comfort of using available technology.
- Improving specific knowledge and skills in music theory, music history, and ear training.
- Learning how to create audio recordings for self/peer review and digital portfolio.
- Learning how to set up a recording studio and sound system.
- Learning how to use a microphone and the differences among them.
- Learning specific techniques for playing the piano or other electronic musical keyboard. (Midi)
- Learning written music printing techniques at a publisher's quality level.
- Researching specific information about the profession of music past.
- Sequencing music as a compositional or an arranging tool.

## Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste

- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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|--------------------------|---|
| MU.9-12.1.3E.12adv.Cr1a  | Generate melodic, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.   |
| MU.9-12.1.3E.12adv.Cr3a  | Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.   |
| MU.9-12.1.3E.12adv.Cr3b  | Share a portfolio of musical creations representing varied styles and genres that demonstrates 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.12adv.Pr4a  | Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources.  |
| MU.9-12.1.3E.12adv.Pr4b  | Examine, evaluate and critique how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.   |
| MU.9-12.1.3E.12adv.Pr4c  | Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.   |
| MU.9-12.1.3E.12adv.Pr5a  | Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.  |
| MU.9-12.1.3E.12adv.Pr6a  | Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods. |
| MU.9-12.1.3E.12adv.Pr6b  | Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.  |
| MU.9-12.1.3E.12adv.Re7a  | Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.  |
| MU.9-12.1.3E.12adv.Re7b  | Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.  |
| MU.9-12.1.3E.12adv.Re8ea | Examine and cite research from multiple sources to 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.12adv.Re9a  | Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context.   |
| 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.  |
| 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).                                  |
| TECH.9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |

## **Instructional Tasks/Activities**

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- Analyze
- Compare
- Compose
- Demonstrate
- Discuss
- Draw
- Identify
- Perform
- Recognize
- Spell
- Transcribe
- Transpose

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework
- DBQ
- Discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation in performance
- Peer observation
- Peer Review
- Performance
- Problem Correction

- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Tests/quizzes
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## Environment

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Honors Modifications

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## Resources

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- Garage Band
- Google Classroom
- Handouts
- Logic
- Music Theory texts
- MusicFirst
- ProTools
- Screen Recordings
- SoundTrap
- The Internet
- Tonesavvy
- Whiteboard