

Madison Public Schools

Music Theory, Technology, Recording & Improvisation

Written by:

Michael Silvestri

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy Snider

Supervisor of Visual and Performing Arts/World Languages

Approval date:

August 18, 2015

Members of the Board of Education:

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John Flynn

Johanna Habib

Leslie Lajewski

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description
<p>Music Theory, Technology, Recording and Improvisation will provide students the ability to utilize music theory concepts in creative projects while using current computer applications including <i>Finale</i>, <i>Garage-Band</i>, <i>iMovie</i>, <i>Band-in-a-Box</i> and midi-synthesizers. Projects will include printing scores and lead sheets, recording computer generated sound loops and live student performances, creating music for videos and/or short films, improvisation, arranging and song-writing in various popular music styles. Students will also be encouraged to use their own technology in class whenever possible. The class will be taught in overlapping units where necessary and appropriate.</p>
Goals
<p>This course aims to:</p> <ul style="list-style-type: none"> • develop a working knowledge of music theory concepts; • develop musical creativity while applying theoretical concepts; • develop proficiency in piano/keyboard/synthesizer skills; • develop simple arranging and composition skills; • demonstrate proficiency in musical performance while improvising by instrumental or vocal means; • utilize technology to create computer-based arrangements and recordings; • utilize technology to record live student performances either alone or integrated with computer generated accompaniments; • compose and arrange music for jingles, commercials, short films or videos; • utilize technology that can be readily shared with other technology and the world; and • integrate student-owned technology in class and at home where applicable.
Materials
<p>Core: There is no textbook for this course, rather the teacher will utilize the hundreds of titles available in the music library housed at MHS.</p> <p>Supplemental: YouTube, teacher created resources, <i>Finale</i> and <i>GarageBand</i>, various other online resources and videos</p> <ol style="list-style-type: none"> 1. <i>Tonal Harmony</i>, Stefan Kostka and Dorothy Payne, McGraw-Hill. 2. <i>Tonal Harmony Workbook</i>, Stefan Kostka and Dorothy Payne, McGraw-Hill. 3. <i>Youtube</i> videos of acceptable film clips, commercials and musical performances. 4. Piano Scales and technique books such as Hanon-Schaum or Internet-based.
Activities & Resources
<p><u>Suggested Activities and Resources</u></p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Have students create and use detailed notebook/study guide containing all necessary theory information. 2. Create <i>Finale</i> documents and select students to enter information on SMARTBoard. 3. Play <i>Finale</i> documents using midi and Garritan sounds and watch on SMARTBoard.

4. Have students play scales, various inversions of triads, seventh chords and high numbered chords on synthesizers to help visualize theory concepts and practice piano technique.
5. Play content-specific recordings of symphony orchestras, choruses, small-group jazz combos, rock groups and popular music performers that exemplify use of theoretical concepts.
6. Enable students to use their own instrument in class as much as possible to play scales, triads, arpeggios etc. to help transfer and synthesize pre-learned and current knowledge.
7. Encourage students to incorporate at least 2-3 differing music styles in *Garage-Band* projects.
8. Have students edit, save and print Finale documents whenever possible to be used in class and when necessary for recording and/or improvising projects.
9. Encourage students to incorporate their own technology whenever possible such as smartphones, tablets and/or home computers if or when available and applicable.
10. Record videos of student improvisation sessions of *Band-in-a-Box* examples for student use and practice either at home or in a practice room.
11. Allow students to record their own student videos for short film/video projects if they desire. If requested, students should write a script, act, record and edit video using appropriate software such as *iMovie* or other compatible software. The students can incorporate other students not in class and/or teachers in video if desired.
12. During improvisation sessions, encourage students to verbalize keys, chords and scales as well as demonstrate a motivic/rhythmic idea to use during their improvisation.
13. Encourage call and response and trading of 8's, 4's, 2's and 1's during group improvisation sessions.
14. Encourage sharing of recordings on class performance days especially after final music industry project has been completed.
15. Download short films in the public domain for student use.

Suggested Resources:

5. *Tonal Harmony*, Stefan Kostka and Dorothy Payne, McGraw-Hill.
6. *Tonal Harmony Workbook*, Stefan Kostka and Dorothy Payne, McGraw-Hill.
7. *Youtube* videos of acceptable film clips, commercials and musical performances.
8. Piano Scales and technique books such as Hanon-Schaum or Internet-based.

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: Music Theory

Unit Summary:

This unit provides the necessary knowledge and skills in order to foster a working knowledge of music theory to be utilized in projects, songs, arrangements and during improvisation. Concepts include major and minor keys, intervals and their inversion, major scales, diatonic triads in major and minor keys, non-chord tones, 7th and high-numbered chords, minor scales including natural, harmonic and melodic types, modes, chromatic scales, pentatonic scales, blues scales, whole tone scales, chromatic chords and modulation.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- How do I understand the music I am performing, listening to, analyzing, arranging or composing?
- What relationships exist between the tonality, keys, chords and melodic events?
- What patterns exist in the music I am performing, listening to, analyzing, arranging or composing?
- How do different tonalities affect my perception of music?

Unit Enduring Understandings:

- The structure of the scale provides the sharps or flats in any given key signature and the circle of 5th's/4th's.
- The keys, chords and melodic elements are usually related to principles of tonality.
- The harmonic structure usually follows definite patterns.
- There is an abundance of information that can be utilized in performing, composing, listening to, or arranging a piece of music.
- There are definite chord patterns that indicate modulation and/or the changing of tonal center within a piece of music.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

1. Major and relative minor key signatures and scales test.
2. Interval inversion and diatonic triads test.
3. Keyboard performance scales and chords quiz.
4. Major, minor, pentatonic and blues scales performance quiz.

Alternative Assessment:

Major scale performance on student's own instrument or voice test.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Recognize, identify and notate major scales in all keys in at least 1 clef.</p> <p>Identify and invert major, minor, augmented and diminished intervals.</p>	<p>Content: G & F clefs, grand staff, major key signatures, intervals including types and their inversion, major scales in all keys, names of steps in a major scale and circle of 5ths/4ths.</p> <p>Skills: Identify and/or perform major scales in every key signature.</p> <p>Follow the structure of the major scale to discover sharps and flats in every key.</p> <p>Utilize interval inversion diagram to aid in understanding of interval inversion.</p>	<p>Creation of notebook study guide containing all major key signatures, interval exercises and major scales in the circle of 5ths/4ths.</p> <p>Quiz and test.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	6 lessons
<p>Recognize, identify and notate minor keys and scales in most common minor keys in at least 1 clef.</p>	<p>Content: Minor key signatures, relative major, relative minor, parallel major, parallel minor, natural minor, harmonic minor and melodic minor scales.</p> <p>Skills: Identify, spell aloud and/or perform minor scales in sharps or flats in most common minor keys. Apply relative and parallel minor relationships.</p>	<p>Continuation of notebook study guide containing minor key signatures, minor scales in the circle of 5ths/4ths.</p> <p>Quiz and test.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	5 lessons
<p>Recognize, identify and notate diatonic triads in all Major keys in at least 1 clef.</p>	<p>Content: Diatonic triads, function of triads, names of triads in all keys. Inversions of triads.</p> <p>Skills: Identify, notate, spell aloud and perform simple chord progressions in root position and with simple inversions on student's own instrument or on piano/keyboard.</p>	<p>Continuation of notebook study guide containing diatonic triads in all keys.</p> <p>Quiz and test.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	5 lessons

Recognize, identify and notate minor triads in most common minor keys in at least 1 clef.	<p>Content: Diatonic triads, function of triads, names of triads in most common minor keys.</p> <p>Skills: Identify, notate, spell aloud and perform simple chord progressions in minor keys.</p>	<p>Continuation of notebook study guide containing diatonic triads in most common minor keys.</p> <p>Quiz and test.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	4 lessons
Recognize, identify and notate modes, chromatic scales, blues scales, whole tone scales and pentatonic scales in most common keys in at least 1 clef.	<p>Content: Modes, chromatic, blues, whole tone and pentatonic scales.</p> <p>Skills: Identify, notate and perform scales.</p>	<p>Continuation of notebook study guide containing all modes, chromatic scales, blues scales, and pentatonic scales in 2-3 keys.</p> <p>Quiz and test.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	2 lessons
Recognize and identify non-chord tones.	<p>Content: Non-chord tones.</p> <p>Skills: Identify non-chord tones in melodic examples.</p>	<p>Analysis of Bach chorales and/or lead sheets.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	2 lessons
Recognize, identify, notate and perform 7th chords in various forms in at least 4 keys.	<p>Content: Dominant, major, minor, half-diminished & diminished 7th chords.</p> <p>Skills: Identify, spell aloud and notate 7th chord types. Performance on keyboard or by student's instrument or voice.</p>	<p>Continuation of notebook study guide containing dominant, major, minor, half-diminished and diminished 7th chords in 4 keys.</p> <p>Performance on student's own</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p>	3 lessons

		instrument or on piano/keyboard.	1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.	
<p>Recognize, identify, notate and perform secondary 7th chords in various forms in at least 4 keys.</p> <p>Recognize modulation to closely related or distant keys as a process of dominant-tonic, supertonic-dominant-tonic or other relationship.</p>	<p>Content: Secondary dominant, half-diminished and diminished 7th chords. High numbered dominant 7th chords and modulation.</p> <p>Skills: Identify, spell aloud and notate 7th chord types. Performance on keyboard or by student's instrument or voice.</p>	<p>Continuation of notebook study guide containing dominant, major, minor, half-diminished & diminished 7th chords in 4 keys.</p> <p>Analysis of Bach chorales and/or lead sheets.</p> <p>Performance on student's own instrument or on piano/keyboard.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	3 lessons

Unit 2 Overview	
Unit Title: Piano/keyboard/synthesizer skills	
<p>Unit Summary:</p> <p>This unit provides the necessary knowledge and skills in order to play a piano/keyboard/synthesizer with 1 or 2 hands and to use the features of a midi synthesizer. Concepts include playing major scales, chords, melodies and melody and accompaniment with hands separately and/or together. Students will also discover how to utilize various sounds, split the keyboard and play 2 sounds simultaneously in dual mode. Students will be able to use a sequencer and play simple lead sheets with chord symbols and melody simultaneously or hands separately.</p>	
Suggested Pacing: 15 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I use my pre-learned musical knowledge in learning to play a keyboard instrument? • How do I apply theoretical knowledge especially regarding root position chords and inversions of chords? • How can I apply keyboard knowledge to my theoretical knowledge and to my everyday life as a musician? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are specific fingerings for major scales on the keyboard. • There are specific fingerings for chords and inversion patterns that aid in the playing of a keyboard instrument. • There are numerous ways to produce music on a synthesizer not limited to live performance. • There are simple piano accompaniment patterns used to accompany a voice or solo instrument. 	
Evidence of Learning	
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments:</p> <ol style="list-style-type: none"> 1. Major scale performance test with right hand. 2. Triad performance test with left hand. 3. Accompanimental piano assessment quiz. 4. Melody and accompaniment quiz. 5. Sequencing project assessment. 	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Play major scales on a synthesizer.	Content: Major Scales in sharp and flat keys. Skills: Major scale fingering for sharp and flat scales.	Performance quiz and rubric.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Play triads in root position, first inversion and second inversion on synthesizer.	Content: Root position and inverted triads. Skills: Chord fingering patterns in root position and in first and second inversions.	Performance quiz and rubric.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Play accompanimental harmonic progressions.	Content: Root position and inverted triads. Skills: Playing chords in right hand with octaves in left hand.	In-class group performance. Performance quiz and rubric.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	3 lessons
Play a melody and accompaniment texture.	Content: Melody and accompaniment piece. Skills: Melody played with right hand using correct fingering, chords played in left hand using correct fingering and the coordination of both hands in melody and accompaniment texture.	Performance quiz and rubric.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Play in real time and arrange a short piece on synthesizer. Select appropriate sounds for	Content: Discovering sounds on the synthesizer, splitting the	Group sequencing project. Project specific rubric.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era.	6 lessons

<p>each instrument. Use synthesizer sequencer to produce an arrangement of at least 4 midi instruments.</p>	<p>keyboard and using dual mode. Sequencing/multi-track recording.</p> <p>Skills: Practicing with hands separately then hands together. Recording and playing separate tracks on a sequencer in real time using a metronome.</p>		<p>Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Unit 3 Overview
Unit Title: Using <i>Finale</i> Music Notation Technology
<p>Unit Summary:</p> <p>This unit provides the necessary knowledge and skills in order to notate and perform music using the <i>Finale</i> music program. Concepts include working with <i>Finale</i> tools and menus, using the launch window, score set-up, working with midi sounds, using simple note entry and speedy note entry, special tools, rests, adding dynamics and articulation, hyperscribe using a synthesizer, printing simple scores, editing and printing lead sheets and parts and saving music as an MP3 file to be used in other technology.</p>
Suggested Pacing: 12 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I start to write an arrangement or composition? • How can I write music and distribute it to others? • How will my music be edited, printed and communicated to other musicians and technology?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • <i>Finale</i> is an excellent tool to create professional quality scores, parts and lead-sheets. • <i>Finale</i> can aid in the compositional and/or arranging process. • <i>Finale</i> documents and creations can be utilized in other technology. • Music can be entered into <i>Finale</i> by using a synthesizer or by entering on-screen.
Evidence of Learning
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments:</p> <ol style="list-style-type: none"> 1. Major scale sheet project. 2. Diatonic chord reference sheet project. 3. Lead sheet project. 4. Piano project. 5. Piano and voice and project. 6. Arranging project.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Create single line instrumental or vocal documents using <i>Finale</i> software.	Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score. Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool, editing and page set-up.	Continuation of notebook/study guide.	NJCCCS-Visual & Performing Arts 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Create documents in grand staff using <i>Finale</i> software.	Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score. Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool and editing and page set-up.	Continuation of notebook/study guide.	NJCCCS-Visual & Performing Arts 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Create a lead sheet using <i>Finale</i> software.	Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score. Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool and editing and page set-up. Play completed score using midi or Garritan instrument sounds.	Have students perform in class to read and play on synthesizer.	NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.	2 lessons
Transcribe a song for solo piano using <i>Finale</i> software.	Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score. Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool and editing and page set-up. Adding dynamics and phrasing markings. Play completed score using	Class listening and critique.	NJCCCS-Visual & Performing Arts 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores. 1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software. 9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.	2 lessons

	<i>Finale</i> sound card and digital mixer.		<p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
Create or transcribe a song for piano and voice using <i>Finale</i> software.	<p>Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score.</p> <p>Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool and editing and page set-up. Add dynamics and phrasing markings. Play completed score using <i>Finale</i> sound card and use digital mixer.</p>	Class performance and critique.	<p>NJCCCS-Visual & Performing Arts 1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	2 lessons
Arrange a Bach Chorale for 4 instruments of the same family or for 4 voices in SATB style using <i>Finale</i> software. Save as an MP3 file to be used later in other technology.	<p>Content: <i>Finale</i> tool menu, launch window set-up, selecting midi instruments, copy and paste functions, using simple note entry, hyperscribe, text tool, edit and print score.</p> <p>Skills: Using copy and paste functions, using simple note entry, hyperscribe, text tool and editing and page set-up. Add dynamics and phrasing markings. Play completed score using <i>Finale</i> sound card and use digital mixer. Saving file as an MP3 file and download to <i>iPod</i>, <i>tablet</i> or <i>Smartphone</i>. Editing <i>Finale</i> documents using <i>Finale</i> Songbook app if available.</p>	Class performance and test.	<p>NJCCCS-Visual & Performing Arts 1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	2 lessons

Unit 4 Overview

Unit Title: Using Music Recording Technology

Unit Summary:

This unit provides the necessary knowledge and skills in order to record music using computer generated sound files and live student performances using *Garage-Band* and saving recording files in MP3 format to be used in *iMovie* or other technology. Concepts include looping pre-recorded sound files and drum beats for 2-4 instruments in various contemporary styles, saving files as MP3 sound files, incorporating MP3 sound files into short films, commercials and/or videos, as well as recording live student performances alone or with computer generated performances.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- What is the best way to record my musical ideas quickly?
- How can I use this technology musically and with ease?
- What other possibilities exist to use recording software?
- When I listen to commercially produced music can I recognize loops and pre-recorded sound bites?

Unit Enduring Understandings:

- *Garage-Band* is an excellent tool to produce multi-track recordings on a desktop computer, *iPad* or laptop.
- It is relatively easy to make arrangements using pre-recorded material.
- *Garage-Band* can create recordings that can be used by other technology.
- *Garage-Band* and *iMovie* are also usable on a tablet or smartphone.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

1. Recording with looped sounds project.
2. Recording with looped sounds and live performance project.
3. Jingle project.
4. Soundtrack project.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Discover and analyze the use and importance of multitrack recording and the use of music in films and commercials.	<p>Content:Multitrack recording, use of music in films, videos and commercials.</p> <p>Skills:Listening and interpretation of various recordings films and commercials focusing on the effect of the music and its relation to the emotion, meaning and/or action.</p>	Complete guided listening sheets and discuss in class.	<p>NJCCCS-Visual & Performing Arts 1.4.12.B.1-Archetypical subject matter exists in all cultures and is embodied in the formal and informal aspects of art. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of dance, music, theatre, visual and multimedia artwork from cultural contexts and historical eras.</p> <p>1.4.12.B.3-Art and art-making reflect and affect the role of technology in a global society. Determine the role of art art-making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers and performers around the world.</p>	2 lessons
Create a recording using <i>Garage-Band</i> of a short song using pre-recorded loops.	<p>Content: Recording computer generated sound loops on 4 separate tracks. Loop pre-recorded sound bites of various instrumental styles and pre-recorded drum beats.</p> <p>Skills: Looping and editing pre-recorded sound files. Using copy and paste functions. Ear-training and music perception.</p>	Project-based rubric.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	2 lessons
<p>Create a recording using <i>Garage-Band</i> of a short song using pre-recorded loops and at least 1 live student performance.</p> <p>Compose, notate and perform melody to match sound loops.</p>	<p>Content: Recording computer generated sound loops on at least 3 separate tracks. Adding at least 1 live student performance to produce a short song.</p> <p>Skills: Looping pre-recorded sound bites of various styles and pre-recorded drum beats. Creating a short song using copy and paste functions. Performing and recording of composed melody. Ear-training, music perception and</p>	Project-based rubric.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance,and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>	4 lessons

	application of music theory concepts.		<p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	
Compose, perform and record music for a 60 second commercial in audio and/or video format using <i>Garage-Band, Finale</i> and/or <i>iMovie</i> .	<p>Content: Product development, use and slogan.Compose hook, write script and music for commercial.</p> <p>Skills: Composition and arranging. Recording using live and/or pre-recorded sound bites and voices. Ear-training, music notation, music perception and application of music theory concepts.</p>	Project-based rubric.	<p>NJCCCS-Visual & Performing Arts</p> <p>1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance,and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.</p>	6 lessons

			<p>Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	
<p>Compose and perform music for short film/video or student produced video using <i>Finale</i>, <i>Garage Band</i> and/or <i>iMovie</i>.</p> <p>Edit and/or adapt music to timed scenes in film/video.</p>	<p>Content: Music theory concepts, composition, arranging and synthesizer use. Using multiple technologies to produce a product.</p> <p>Skills: Composition and arranging. Download film/video or create own into <i>iMovie</i>. Download MP3 sound file from <i>Garage-Band</i> or <i>Finale</i> to be incorporated into audio track of film/video.</p>	Project-based rubric.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	6 lessons

Unit 5 Overview
Unit Title: Improvisation and Music Accompaniment Technology
<p>Unit Summary:</p> <p>This unit provides the necessary knowledge and skills in order to improvise on an instrument or by vocal means. Students will apply appropriate theoretical knowledge by selecting and performing appropriate scales that correspond to given harmony. Advanced students will discover when to use modes, chromatic and whole-tone scales as suited for each individual style. Students will utilize <i>Band-in-a-Box</i> software to create chordal accompaniments in various styles and then improvise using the appropriate terminology, scales, phrasing and technique and record their performance using <i>Garage-Band</i>.</p>
Suggested Pacing: 20 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What is the best method in which to improvise; how many possibilities exist? • How can I improve as a musician by learning how to improvise? • Which artists have contributed greatly to the art of improvisation? • How do I audiate chord changes and melodic ideas in my musical ear? • How well do I recognize common chord progressions and modulations by listening and/or by written means?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Improvisation requires excellent use of a readily available working-knowledge of music theory, performance precision, stylistic ability and sonic spontaneity. • New compositions can be created while improvising. • Improvisation has been featured especially in the small-group combos of great American Jazz artists with a rich and varied history that has influenced music to the present. • Improvisation has been used in all musical styles.
Evidence of Learning
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments:</p> <ol style="list-style-type: none"> 1. Lead sheet harmonic and scale analysis test. 2. Accompaniment creation project. 3. Improvisation sessions project. 4. Improvisation and recording project.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Discover and analyze the use of improvisation with particular focus on American Jazz Artists.	<p>Content: Guided listening and breakdown of style and use of scales/modes by great Jazz artists. Artists can include but not be limited to: Charlie Parker, John Coltrane, Miles Davis, Ella Fitzgerald, Sarah Vaughn, Al Jarreau, Sonny Rollins, Wes Montgomery, Pat Metheny, Lyle Mays, Wynton Marsalis, Jaco Pastorius, Gary Burton and Chick Corea.</p> <p>Skills: Ear-training. Application of theory knowledge.</p>	Complete guided listening sheets and discuss in class.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.4.12.B.1-Archetypical subject matter exists in all cultures and is embodied in the formal and informal aspects of art. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of dance, music, theatre, visual and multimedia artwork from cultural contexts and historical eras</p> <p>1.4.12.B.2- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed and shown. Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	2 lessons
Analyze standard literature harmonically and rhythmically as applied to music theory topics. Apply scales, key centers, tonality and harmony to determine appropriate scales to use in improvisation.	<p>Content: Major, minor, pentatonic, blues, chromatic and whole tone scales. Diatonic and secondary harmony including 7th and high numbered chords.</p> <p>Skills: Harmonic analysis and use of scale/mode knowledge.</p>	Analysis of Jazz standards matching keys, scales and playing of scales on instrument or vocally.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	2 lessons
Improvise melodies in call and response and trading of 1's, 2's, 4's and 8's frameworks. Utilize	Content:Major, minor, pentatonic, blues, chromatic and whole tone scales. Diatonic and secondary harmony	Analysis of Jazz and Blues standard matching keys, scales and playing of scales on instrument or vocally.	NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are	2 lessons

repetition and development during improvisation.	<p>including 7th and high numbered chords.</p> <p>Skills: Audiating chord changes, playing-back simple motives, developing motives into new or developed ideas.</p>		<p>determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p>	
Utilize <i>Band-in-a-Box</i> software to enter chords, songs and to change styles.	<p>Content: Triads, 7th and high numbered chords, form, phrase length, style and instrumentation.</p> <p>Skills: Chord entry, song entry, changing style and instrumentation.</p>	Test to enter 12 bar Blues Progression and repeat 4 times using rhythm section and available horns or string sections.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	2 lessons

			<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
Complete practice sessions of improvisation of standard repertoire in 4 various styles.	<p>Content: Working knowledge of necessary theory, performance technique unique to own instrument and phrasing. Jazz, Rock etc. phrasing changing with variances in style performed by software and reflected in student improvisation.</p> <p>Skills: Application of theoretical knowledge while performing, performing, creating and practice session building.</p>	Class performance and critique.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and</p>	4 lessons

			nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.	
<p>Arrange standard piece or compose a new piece complete with melody, improvisation and the return of the melody with <i>Band-in-a-Box</i> software.</p> <p>Improvise on their own instrument or vocally in various styles while using appropriate terminology, scales, chords, phrasing, and technique.</p> <p>Record their performance using <i>Garage-Band</i>.</p>	<p>Content: Working knowledge of necessary theory, performance technique unique to own instrument and phrasing. Jazz or Rock phrasing changing with variances in style performed by software.</p> <p>Skills: Application of theoretical knowledge while performing, performing, creativity and practice session building.</p>	Project-based specific rubric.	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	8 lessons

Unit 6 Overview

Unit Title: Comprehensive Application

Unit Summary:

This unit features a comprehensive application of theoretical knowledge, performance ability, creativity, use of appropriate technology and the coordination of technologies to create a final product. Students can select from a variety of projects including a student-composed song, arrangement of a song, short film/video, radio commercial or jazz improvisation piece. Final project must use music theory, *Finale* and be recorded for class critique using *Garage-Band* and/or *iMovie*.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- How can I compose and/or arrange music that expresses my emotions and/or communicates with an audience?
- How do I compose and or arrange a song or piece of music?
- What technology is available to aid me in the creation of a song or piece of music?
- How can I record and notate music and make it readily available?
- What other situations am I able to use musical technology?

Unit Enduring Understandings:

- The creation of music involves a complex process of theoretical information, creativity, and performance ability that can be notated, recorded, arranged, edited and shared by technological means.
- I create music in a particular way but am open to new ways of creating.
- The creation of a song or musical piece is a reflection of society and a glance both backwards and forwards in terms of music history, music theory and style.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative/Alternative Assessments:

1. Students must complete and present a final project that synthesizes all information.
Students can choose from the following projects:
 - Compose, arrange, perform and record a short song,
 - Arrange, perform and record a song,
 - Compose music for a short film/video, or
 - Compose or arrange a jazz or jazz/rock fusion type piece that features improvisation.
 - Compose a piece for solo instrument with accompaniment. Accompaniment can be performed by various means including live instruments or by *Finale* accompaniment.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Compose motive and/or arrange opening phrase of song. Provide lyrics for melody if needed.</p> <p>Choose instrumentation of at least 4 instruments or voices.</p>	<p>Content: Application of Music Theory and musicality.</p> <p>Skills: Audiation, composition, arranging and/or lyric writing.</p>	<p>Project-based rubric.</p> <p>Teacher feedback.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	<p>4 lessons</p>
<p>Develop motive into complete phrases and or sections of music complete with chords and melody.</p> <p>Develop material into 2 or 3 part form.</p> <p>Enter into <i>Finale</i> and print parts.</p>	<p>Content: Application of Music Theory and musicality.</p> <p>Skills: Audiation, composition and/or arranging. Use of <i>Finale</i> technology.</p>	<p>Project-based rubric.</p> <p>Teacher feedback.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3-Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through a conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional</p>	<p>6 lessons</p>

			sound sources, including electronic media, and/or analyze prepared scores using music composition software.	
<p>Rehearse, perform and record song using <i>Garage-Band</i> and save as MP3 file.</p> <p>Upload MP3 file into <i>iMovie</i> if needed for video. Set MP3 as soundtrack.</p>	<p>Content: Music performance and use of recording software.</p> <p>Skills: Performing and recording in real time. Use of multiple technologies.</p>	<p>Project-based rubric.</p> <p>Teacher feedback.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p>	8 lessons
<p>Perform finished product for class using student owned technology such as a smartphone, <i>iPad</i>, <i>iPod</i>, <i>laptop</i> or use of class technology.</p>	<p>Content: Application of Music Theory and student's musicality. Music technology.</p> <p>Skills: Performing and recording in real time. Use of multiple technologies.</p>	<p>Class & teacher critique using rubric.</p>	<p>NJCCCS-Visual & Performing Arts 1.1.12.B.1-Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of compositions.</p> <p>1.1.12.B.2-Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1- Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era.</p>	2 lessons

			<p>Analyze composition from different world cultures and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2-The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.4-Basic vocal and instrumental arranging skills require theoretical understanding of music composition. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic media, and/or analyze prepared scores using music composition software.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
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