Bristol Public Schools

Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Digital Music
Course Description for Program of Studies	This course introduces students to digital music using computers, synthesizers and digital audio workstations to create original music. Students will collaborate with others to create works across other subjects such as art, theater, film, dance, english.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Tools of the Trade	Interdisciplinary Collaboration	Post-Production
Creating			
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	P		
MU:Cr2.1 Organize and develop artistic ideas and work.		P	
MU:Cr3.1 Refine and complete artistic work.		S	P
Performing			
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	S	
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.		S	

MU:Pr6.1 Convey meaning through the presentation of artistic work.			
Respond			
MU:Re7.1 Perceive and analyze artistic work.		S	
MU:Re8.1 Interpret intent and meaning in artistic work.			
MU:Re9.1 Apply criteria to evaluate artistic work.	S		P
Connecting			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		P	

ESSENTIAL QUESTIONS OF STANDARDS

- How do musicians generate creative ideas?
- How does understanding the structure and context of musical works inform performance?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do performers interpret musical works?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?
- How do individuals choose music to experience?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

ENDURING UNDERSTANDING OF STANDARDS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.
- Musicians' creative choices are influenced by their context, expressive intent, and established criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

UNIT 1: Tools of the Trade

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. T.HSI (Proficient)	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.		Content Knowledge	Music Theory, Music Notation, Loop-based composition, Live recording, Sound manipulation
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**RESOURCES**
			Physical Skill	Computers, mics, cables (hardware)
			Product Development	Notation, loop, DAW software
			Learning Behavior	Instructional videos
				Peer/teacher evaluations and guidance
MU:Pr4.2. T.HSI	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
MU:Re9.1. T.HSI	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Compose and realize musical ideas using notation software
- Create musical sketches/soundscapes using loops
- Record live sounds using microphones
- Manipulate sound and layer/overdub tracks using DAW

UNIT 2: Interdisciplinary Collaboration

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr2.1. T.HSII (Accomplished)	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.		Content Knowledge	Compose original music, record & edit podcast, Create music for a specific use. Workflows, deadlines Collaboration
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**
			Physical Skill	Understanding the needs of 'client'
			Product Development	**RESOURCES**
			Learning Behavior	Interdisciplinary peer or teachers, Timeline flowcharts with deadlines for deliverables, Scripts, Videos, etc…
MU:Cr3.1. T.HSI (Proficient)	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.1. T.HSI	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr4.3.T.HSI	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
			Product Development
			Learning Behavior
MU:Pr5.1.T.HSII	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		X	Learning Behavior
MU:Re7.I.T.HSII	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
		X	Product Development
			Learning Behavior
MU:Cn11.0.T.HSII	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		X	Learning Behavior

LEARNING TARGETS

I CAN

- Connect with students in other disciplines to create a collaborative work
-     - English (or language arts) / Civics: create a podcast
  - . record interviews

  . compose theme/incidental music
-     - Theater: compose music for a theatrical performance
  - . write and notate music
  - . arrange with instruments (virtual or real)
  - . record singer/instrumentalist (if necessary)
-     - Arts: compose music for an art installation
  - . write and notate music
  - . arrange with instruments (virtual or real)
  - . record singer/instrumentalist (if necessary)
-     - Film: compose music for a video / record sound effects and dialogue
  - . write and notate music
  - . arrange with instruments (virtual or real)
  - . record actors
  - . mix sound effects
-     - Other cross-discipline projects (Video Game Design, Choreography, Website Design, Music Video Production, Social Media Marketing And Communication, etc.)

UNIT 3 : Post-Production				
UNWRAPPED STANDARDS				
Standard		**Type of Standard**		**Concepts and Disciplinary-Specific Vocabulary**
MU:Cr3. 2.T.HSII	Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.		Content Knowledge	Mixing and Mastering Product, Deliverables
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re9. 1.T.HSII	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

LEARNING TARGETS
I CAN • Assemble audio elements • Link audio to video elements

- Edit and master audio (effects, panning, level, …)
- Create a high-quality finished product on time
- Present the collaborative work to the public