



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
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	7th Grade Digital Music
Course Description for Program of Studies	N/A
Grade Level	7
Pre-requisites	none
Credit (if applicable)	N/A

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

District Learning Expectations and Standards	Mood Based Loop Work	Commercial Project
Creating		
MU:Cr1.1 Generate and conceptualize artistic ideas and work.		
MU:Cr2.1 Organize and develop artistic ideas and work.	P	P
MU:Cr3.1 Refine and complete artistic work.	S	S
Performing		
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S	P

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

UNIT ESSENTIAL QUESTIONS

- Cr 2.1 How do musicians make creative decisions?
- Cr3.1 How do musicians improve the quality of their creative work?
- Cr3.2 When is creative work ready to share?
- Pr4.3.7 How do performers interpret musical works?
- Pr5.1.7 How do musicians improve the quality of their performance?
- Re8.1.7 How do we discern the musical creators' and performers' expressive intent?
- Re9.1.7 How do we judge the quality of musical work(s) and performance(s)?
- Cn10.0.7 How do musicians make meaningful connections to creating, performing, and responding?
- Cn11.0.7 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

UNIT ENDURING UNDERSTANDING

- Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Pr4.3.7 Performers make interpretive decisions based on their understanding of context and expressive intent.
- Pr5.1.7 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Re8.1.7 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Re9.1.7 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Cn10.0.7 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Cn11.0.7 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

UNIT 1: Mood Based Loop Work

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr2.1.7	a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.		Content Knowledge	Loop, form, mood, layers, beat, rhythm
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.1.7	a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.7	Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr4.3.7	Perform contrasting pieces of music demonstrating their interpretations of the elements	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1.7	a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I can:

- Select loops from a bank to demonstrate musical styles
- Explain musical loops and how they can be extended in time
- Demonstrate how layering loops can affect the rhythm and harmony.
- Refine and present my project to the class

RESOURCES

- Music audio software (Garage Band, Studio One, Mix Craft, etc)
- Incredibox

UNIT 2: Commercial Project

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr2.1.7	a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.		Content Knowledge	Loop, form, mood, layers, beat, rhythm
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr3.1.7	a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.		Content Knowledge	<div>PRIOR KNOWLEDGE NEEDED</div> Basic use of music production software
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Cr3.2.7	Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr4.3.7	Perform contrasting pieces of music demonstrating their	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.		Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr5.1.7	a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Re8.1.7	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Re9.1.7	Select from teacher-provided criteria to evaluate musical works or performances.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Cn10.0.7	Demonstrate how interests, knowledge, and skills relate to		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening,	

	personal choices and intent when creating, performing, and responding to music		Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Cn11.0.7	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	

Learning Targets

I CAN:

- Create a fictitious product that solves a problem in my life or in someone else's.
- Create a spoken advertisement designed to sell the product that I have created
- Use microphones to record live sound
- Create a musical backtrack to accompany my advertisement that matches the mood of my product.
- Use music software to create the musical backtrack to my advertisement.
- Refine and edit my work using music software.
- Prepare and finalize my project to be presented to an audience

RESOURCES

- Music audio software (Garage Band, Studio One, Mix Craft, etc)
- Recording equipment