

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Music Technology I _____ 9-12
 Course Title _____ Teacher(s) _____ Grade Level(s)

Course Structure ■ Single Semester Ⓢ Full Year (Single Grade) Ⓢ Multiple Years (Combined Grades)

Course Description This course, which is open to all students in grades 9-12, is designed for students with an interest in the music industry, current technologies, and electronic performance. The course utilizes the most current technology including GarageBand, iTunes, and Sibelius software. The course begins by introducing the students to the basic elements of music and the Mac OS-X computer platform. The second portion of the course acquaints the student with the fundamentals of keyboard performance. The final portion of the course is spent with GarageBand and constructing projects that engage the student creatively. Projects include simple music tracks, podcasts, and movie soundtracks. There are no prerequisites for Music Technology I. Space is limited. *The computers in the Trinity High School Performing Arts Academy music lab are outfitted by Apple, Inc.*

Established Goals	Transfer	
1. Music Reading	<i>Students will be able to independently use their learning to . . .</i> 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers	
2. Musical Expression		
3. Listening with understanding		
4. Making value adjustments about music	Meaning	
	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i> 1. Music is a fundamental and universal form of expression using a variety of techniques, sources, and styles 2. Improvisation and composition enables students to express their own musical ideas 3. Thorough understanding of a musical work involves reading and writing in standard music notation 4. Performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure 5. Playing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure 6. Music is influenced by and can be an influence upon various art forms and disciplines outside itself	<i>Students will keep considering . . .</i> 1. How one plays independently 2. How music is communicated, effectively and appropriately 3. How various musical styles are played authentically 4. How melodies are created and harmonized 5. Why an understanding of music theory is relevant to playing piano and composing 6. What must be heard to properly analyze music and how observations can be described 7. How one can be fair, yet critical, without being judgmental when judging others' performances and compositions 8. What other disciplines are affected by music and how music is affected by other disciplines 9. How music and the arts have a symbiotic relationship with culture, history and society

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

	7. Music is reflective of specific cultures and historical events	
Acquisition of Knowledge & Skill²		
<p style="text-align: center;"><i>Students will know . . .</i></p> <p style="text-align: center;">Knowledge</p> <ol style="list-style-type: none"> 1. How to play a variety of musical styles [PDE 9.1] 2. How to create melodies and rhythmic patterns [PDE 9.1] 3. How to read pitch, rhythm, form and structure [PDE 9.1] 4. How to describe or analyze a musical example with proper vocabulary [PDE 9.3; 9.4] 5. How to evaluate compositions and performances for effectiveness in communication musical intent [PDE 9.3; 9.4] 6. How to articulate connections between music and other subjects [PDE 9.2] 7. How to perform authentically and listen to music from different traditions and cultures [PDE 9.2] 	<p style="text-align: center;"><i>Students will be skilled at . . .</i></p> <p style="text-align: center;">Skills</p> <ol style="list-style-type: none"> 1. Playing accurately level 2-3 repertoire (on a scale from 1 to 6) 2. Playing various styles authentically 1. Improvising stylistically appropriate harmonization 2. Improvising rhythmic accompaniment to given melodies 3. Creating a piece of music within a specified format 4. Creating themed videos with accompanying audio using available technologies 1. Identifying patterns in musical examples 2. Reading and interpreting solo pieces in standard notation 3. Identifying the shape of a musical line as related to pitch 1. Utilizing technical vocabulary of music 2. Identifying and explaining compositional devices and techniques used to provide unity, variety, tension and release Determining what elements contribute to the quality of performance or composition Using math, reading, arts and science terms and concepts to relate to music 1. Discussing how history affects performance 2. Comparing and contrasting American music genres 3. Discussing important events in history in relation to the music of the time 4. Articulating performance characteristics and customs from various cultures 	

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).