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| Course:  Music Technology | UNIT 3:  Melody in Music | | | PACING:  2-3 Weeks |
| *Unit Focus: Introduces the students to the element of melody in music. Students will learn basic music theory concepts and how to use the digital tools at their disposal to generate melodic ideas and finished melodies.* | | | | |
| STANDARDS AND ELEMENTS | | | | |
| Creating | | | | |
| MSMTC6.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.   1. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design). | | | | |
| Performing | | | | |
| MSMTC6.PR.1: Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context.   1. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music, and the performer’s technical skill using digital tools and resources.   MSMTC6.PR.5: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.   1. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 2. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. | | | | |
| Connecting | | | | |
| MSMTC6.CN.1 Synthesize and relate knowledge and personal experiences to make music.   1. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | | | | |
| Foundations of Computer Programming | | | | |
| MS-CS-FCP-6 Create digital artifacts to address a current issue requiring resolution.  6.4 Develop a program for creative expression or to satisfy personal curiosity which may have visual, audible, and/or tactile results. | | | | |
| EXAMPLE LESSON PLANS | | | | |
| * L1: The ABC’s of Melody * L2: Improvising Melodies Using the White Keys * L3: Bass lines * L4: Adding a Melodic Bass Line to Your Drum Track * L5: Exporting from Soundtrap to EarSketch * L6: Adding Increment to range() (EarSketch) * L7: Randomness in EarSketch | | | | |
| EXAMPLE ASSESSMENTS | | | | |
| DIAGNOSTIC  Gauge where students are in their learning prior to beginning the lesson. | | **FORMATIVE**  Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding. | **SUMMATIVE**  Gauge student mastery of standards. | |
| * Survey students about their background knowledge of music theory and melody. * Lesson 1 listening activity | | * Peer discussion and collaboration * Exploration and experimentation with electronic and digital tools and instruments. * Teacher monitoring and in process feedback * Formative melodic assignments | * Standards-based project rubric. * Unit vocabulary test. | |
| SUPPLEMENTAL RESOURCES | | | | |
| * [10 Tips for writing great melodies](https://www.secretsofsongwriting.com/2012/05/07/10-tips-for-writing-great-song-melodies/) * [How to write the best melodies](https://theproducerkit.com/blogs/news/how-to-write-the-best-melodies) * <http://www.mutechteachernet.com/> * [Musicality Now Podcast](https://podcasts.apple.com/us/podcast/musicality-now/id1281031248) * [Ted Talks Music](https://podcasts.apple.com/us/podcast/ted-talks-music/id470623182) * [Song Talk Radio Podcast](https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=964191590) * Unit 3 Vocabulary Terms   DISCLAIMER  The resources, books, and supplemental materials used as examples in these instructional resources were selected by Georgia teachers to reinforce skills and knowledge found within the Georgia Standards of Excellence. The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Therefore, the books that were selected serve as examples and are not endorsed or recommended by the GaDOE. Please remember that when selecting resources to support instruction, Georgia’s public school teachers and leaders should consult their local school district’s policy for determining age and content appropriateness for their students. | | | | |