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| Course:  Music Technology | UNIT 2:  Form and Rhythm in Music | | | PACING:  2-3 Weeks |
| *Unit Focus: Introduces the students to the elements of form and rhythm in music. Students will learn how to use the digital tools at their disposal to generate rhythmic ideas and use repetition and pattern to create standard musical forms.* | | | | |
| STANDARDS AND ELEMENTS | | | | |
| Creating | | | | |
| MSMTC6.CR.1 Generate musical ideas for various purposes and contexts.   1. Generate melodic, rhythmic, and harmonic ideas for musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) using digital tools and resources.   MSMTC6.CR.2 Select and develop musical ideas for defined purposes and contexts.   1. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools. | | | | |
| Performing | | | | |
| MSMTC6.PR.3 Develop personal interpretations that consider the intent of the creator and/or performer.   1. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared and improvised performances and performers’ ability to connect with audiences.   MSMTC6.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.   1. 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. | | | | |
| 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: What is “The Beat”? * L2: Michael Jackson’s Billie Jean: Step Entry * L3: Michael Jackson’s Billie Jean: Real Time Entry * L3A: fitMedia and Debugging (EarSketch) * L3B1: Genre Step Sequencer Grid and Variables (EarSketch) * L3B2: Genre Beat String and makeBeat (EarSketch) * L4: Musical Form: Blueprints and recipes for music * L4A: Loops in EarSketch * L4B: Intro to Form * L5: Your Turn: Creating an AABA Drum Pattern | | | | |
| 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. | |
| * 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 rhythmic assignments | * Standards-based project rubric. * Unit vocabulary test. | |
| * SUPPLEMENTAL RESOURCES | | | | |
| * <https://teachrock.org/book/soundbreaking/> * <https://teachrock.org/lesson/learning-rhythm-through-gospel/> * [www.incredibox.com](http://www.incredibox.com) * <https://apps.musedlab.org/soundbreaking/toc/> * <http://www.mutechteachernetblog.com/> * Unit 2 Vocabulary Terms | | | | |

**DISCLAIMER**

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