

GRADE 5 – Unit 5– Bandlab

Board Approval

June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview

In unit 5, students will learn to:

- Use a free online program to write music. BandLab has over 10,000 prewritten loops designed by musical artists in from Blues to Hip Hop to Electric Dance Music. These loops can be dragged into as many as 16 separate tracks to create music. These tracks can be manipulated by tempo, key and structure. Effects can be applied such as pan effects and echo. The available loops span most instruments as well as manufactured sounds. Students can also have the opportunity to record their own voices and play from MIDI keyboards to enter music.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1--Rhythm and Meter	16 lessons	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b	Students will learn basic to complex musical phrases in both duple and triple meters. They will be able to identify the difference between songs that are in duple or triple meter.	<ul style="list-style-type: none"> • Identify and sing using different vocal registers • Play a rhythm ostinato. • Read/ recognize rhythmic passages containing quarter note/rest and eighth notes • Read, write and recognize rhythmic passages containing sixteenth notes, sixteenth note syncopations, and

				<p>dotted eighth-sixteenth note phrases.</p> <ul style="list-style-type: none"> ● Identify thirty-second notes ● identify aurally presented rhythmic passages
Unit 2--Tonality	16 lessons	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Pr6b	Students will become more “tonally literate” while also learning about good vocal production.	<ul style="list-style-type: none"> ● Identify major, minor, and dorian tonalities within a song ● Identify the resting tone of a tonality ● Sing arpeggiated chords on tonic, dominant, and subdominant within each tonality ● Sing solfege phrases in major, minor, and dorian tonalities.
Unit 3--Musical Instruments	8 lessons	1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	Students will identify instruments and their functions within various ensembles and genres	<ul style="list-style-type: none"> ● Categorize instruments according to family ● Explore how an instrument or family of instruments affects the mood of a song ● Identify an instrument by sound ● Identify the various parts of instruments ● Know how an instrument makes it’s sound. ● Reading and following an orchestral score.
Unit 4--Acoustics		1.3A.5.Pr4b	Students will connect science and music by experimenting with a	<ul style="list-style-type: none"> ● Group work ● Students are given a

		<p>1.3A.5.Pr5a 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Cn11</p>	<p>tuning fork, manipulating string tension, and wind instruments. Students will view videos of sound waves and shock waves, and get a hearing test to hear the highest pitch they can hear.</p>	<p>tuning fork and are required to answer questions about it.</p> <ul style="list-style-type: none"> ● Students will be given the correct answers after exploring ● 5 more questions and facts about the tuning fork <ul style="list-style-type: none"> ○ SloMo Guys ○ Dip into water ● A deeper dive into Sound Waves <ul style="list-style-type: none"> ○ Mythbusters ○ Space Shuttle ○ Shattering Glass With Voice (Video) ● Slinky experiment ● Tuning a string ● Tuning a wind instrument.
Unit 5–BandLab	17 lessons	<p>1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b 1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a</p>	<p>Students will learn to use a free online program to write music. BandLab has over 10,000 prewritten loops designed by musical artists in from Blues to Hip Hop to Electric Dance Music. These loops can be dragged into as many as 16 separate tracks to create music. These tracks can be manipulated by tempo, key and structure. Effects can be applied such as pan effects and echo. The available loops span most instruments as well as manufactured sounds. Students</p>	<ul style="list-style-type: none"> ● Create a BandLab account ● Browse loops and drag them to tracks. ● Combine tracks to form an 8 bar song. ● Create a layered 32 bar song. ● Submit assignments. ● Extend loops ● Create new tracks. ● Change tempo ● Change keys ● Change time display ● Use the metronome

		1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	can also have the opportunity to record their own voices and play from MIDI keyboards to enter music.	<ul style="list-style-type: none"> ● Modify Loops ● Cut/Copy/Slice ● Arrange a song with effects ● Pan a track from left to right ● Solo and mute tracks. ● Create a song using ABA form. ● Create a drum track to accompany a song. ● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.
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Grade 5– Unit 5–BandLab				
Unit Vocabulary				
Loop	Slice	Intro		
Bar	Paste	Transition		
Metronome	Form	Pan		
Cut	Outro			

Preparation for College, Careers, and Beyond	
Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)

<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> Science Mathematics 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p>	<ul style="list-style-type: none"> The final project could tie into this topic if the student chooses. 	<ul style="list-style-type: none"> The final project could tie into this topic if the student chooses. 	<ul style="list-style-type: none"> The final project could tie into this topic if the student chooses. 	<ul style="list-style-type: none"> The final project could tie into this topic if the student chooses. 	<ul style="list-style-type: none">

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide</p>	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests

<ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Successful login • Checking sandboxes • Assignment–32 bar layer • Cut/Copy/Slice assignment • Frequent check ins during lessons and independent work. • Assignment: Arranging a 5 track song with effects. 	<ul style="list-style-type: none"> • Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro. 	<ul style="list-style-type: none"> • Describe various elements of their final project such as intent, rationale for certain beat patterns and loop modification. 	<ul style="list-style-type: none"> • Final Project: Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.

Grade 5– Unit 5– Bandlab– 17 Total Lessons			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Introduction 1 lesson	<ul style="list-style-type: none"> • 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. • 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. • 1.3A.5.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Log into BandLab. • Browse loops and drag them to tracks. • Combine tracks to form an 8 bar song. <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard #1–Generalizing and conceptualizing ideas • Anchor Standard #2–Organizing and developing ideas. <p>Artistic Process</p> <ul style="list-style-type: none"> • Imagine • Plan • Make <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources • Musicians’ creative choices are influenced by their 	<ul style="list-style-type: none"> • Create BandLab account • Join Class • Browse loops and drag into tracks • Play in Sandbox

		<p>expertise, context, and expressive intent.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we create loops within a track? • How do different loops sound different together? <p>Practices:</p> <ul style="list-style-type: none"> • Planning <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Successful login • Checking sandboxes 	
<p>32 Bar Layer</p> <p>3 lessons</p>	<ul style="list-style-type: none"> • 1.3A.5.Cr1a—Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. • 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. • 1.3A.5.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas. • 1.3A.5.Cr3a—Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes • 1.3A.5.Cr3b—Present to others final versions of personally and collaboratively created music that demonstrates 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Create a layered 32 bar song. • Submit assignments. • Extend loops <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard #1—Generalizing and conceptualizing ideas • Anchor Standard #2—Organizing and developing ideas. • Anchor Standard #3—Refining and completing products. <p>Artistic Process</p> <ul style="list-style-type: none"> • Imagine • Plan • Make • Evaluate • Refine <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources • 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. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we layer a song? • How many tracks do we need to create a 32 bar layered song? 	<ul style="list-style-type: none"> • Sandbox • Upside down birthday cake • How to extend loops and click into place/ • Bars • Show how to submit an assignment. • Present assignment to class. <ul style="list-style-type: none"> ○ Explain process ○ Why these loops ○ Any other thoughts

	craftsmanship. Explain connection to expressive intent.	<ul style="list-style-type: none"> • What are “bars?” Practices: <ul style="list-style-type: none"> • Imagine, plan, make, refine. Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Assignment–32 bar layer 	
Transport Controls/Basic Skills 1B 3 Lessons	<ul style="list-style-type: none"> • 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. • 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. • 1.3A.5.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas. • 1.3A.5.Cr3a–Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. • 1.3A.5.Cr3b–Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. 	Obj. We are learning to: <ul style="list-style-type: none"> • Create new tracks. • Change tempo • Change keys • Change time display • Use the metronome • Modify Loops • Cut/Copy/Slice Anchor Standards: <ul style="list-style-type: none"> • Anchor Standard #1–Generalizing and conceptualizing ideas • Anchor Standard #2–Organizing and developing ideas. • Anchor Standard #3–Refining and completing products. • Anchor Standard #4: Selecting, analyzing, and interpreting work. Artistic Process <ul style="list-style-type: none"> • Imagine • Plan • Make • Evaluate • Refine • Select • Analyze • Interpret Enduring Understandings: <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources • 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 	<ul style="list-style-type: none"> • BandLab Academy video 1B • Demo on slicing, shortening, cutting, and extending loops • Assignment: Cut/Slice/Copy • Present assignment to class. <ul style="list-style-type: none"> ○ Explain process ○ Why these loops ○ Any other thoughts

	<ul style="list-style-type: none"> ● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students’ technical skill. ● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5.Pr4d–Explain how context informs performances ● 1.3a.5.Pr4e–Convey creator’s intent through the performers’ interpretive decisions of expanded expressive qualities. 	<p>application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we alter loops? ● How do we change tempo and key? ● How does altering loops change the feel of the song? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine, plan, make, evaluate, refine, select, analyze, interpret. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Cut/Copy/Slice assignment ● Frequent check ins during lessons and independent work. 	
<p>Basic Skills 1C/1D 3 Lessons</p>	<ul style="list-style-type: none"> ● 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. ● 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. ● 1.3A.5.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Arrange a song with effects ● Pan a track from left to right ● Solo and mute tracks. <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard #1–Generalizing and conceptualizing ideas ● Anchor Standard #2–Organizing and developing ideas. ● Anchor Standard #3–Refining and completing products. ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #5: Developing and refining techniques and models or steps needed to create 	<ul style="list-style-type: none"> ● BandLab Academy video 1c and 1d ● Demonstration on how to create pan and volume effects ● Assignment: Arrangement ● Present assignment to class. <ul style="list-style-type: none"> ○ Explain process ○ Why these loops ○ Any other thoughts

	<p>melodic, and two chord harmonic musical ideas.</p> <ul style="list-style-type: none"> ● 1.3A.5.Cr3a–Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b–Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. ● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students’ technical skill. ● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5.Pr4d–Explain how context informs performances 	<p>products.</p> <ul style="list-style-type: none"> ● Anchor Standard #6: Conveying meaning through art. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Imagine ● Plan ● Make ● Evaluate ● Refine ● Select ● Analyze ● Interpret ● Rehearse ● Present <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources ● 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 technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. ● <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we solo and mute tracks? ● How do we create a pan effect? ● How do we change the volume of a track during the 	
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	<ul style="list-style-type: none"> ● 1.3a.5.Pr4e–Convey creator’s intent through the performers’ interpretive decisions of expanded expressive qualities. ● 1.3A.5.Pr5a–Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. ● 1.3A.5.Pr5b–Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. ● 1.3A.5.Pr6a–Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. ● 1.3A.5.Pr6b–Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 	<p>song?</p> <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Assignment: Arranging a 5 track song with effects. 	
<p>ABA form/Drum Machine</p> <p>3 lessons</p>	<ul style="list-style-type: none"> ● 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. ● 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Create a song using ABA form. ● Create a drum track to accompany a song. <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard #1–Generalizing and conceptualizing ideas ● Anchor Standard #2–Organizing and developing ideas. ● Anchor Standard #3–Refining and completing products. ● Anchor Standard #4: Selecting, analyzing, and interpreting work. 	<ul style="list-style-type: none"> ● Identify the ABA sections of a song ● Demonstration of an ABA song in BandLab ● Demonstration of how the Drum Machine feature works in BandLab ● Assignment: ABA song ● Present assignment to class. <ul style="list-style-type: none"> ○ Explain process ○ Why these loops? ○ Why this drum track? ○ Any other thoughts

	<ul style="list-style-type: none"> ● 1.3A.5.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas. ● 1.3A.5.Cr3a–Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b–Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. ● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students’ technical skill. ● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and 	<ul style="list-style-type: none"> ● Anchor Standard #5: Developing and refining techniques and models or steps needed to create products. ● Anchor Standard #6: Conveying meaning through art. ● Anchor Standard #7: Perceiving and analyzing products. ● Anchor Standard #8: Interpreting intent and meaning ● Anchor Standard #9: Applying criteria to evaluate products. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Imagine ● Plan ● Make ● Evaluate ● Refine ● Select ● Analyze ● Interpret ● Rehearse ● Present <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources ● 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 technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and 	
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	<p>performing using standard notation</p> <ul style="list-style-type: none"> ● 1.3A.5.Pr4d—Explain how context informs performances ● 1.3a.5.Pr4e—Convey creator’s intent through the performers’ interpretive decisions of expanded expressive qualities. ● 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. ● 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. ● 1.3A.5.Pr6a—Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. ● 1.3A.5.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. ● 1.3A.5Re7a—Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 	<p>how a work is presented influence the audience response.</p> <ul style="list-style-type: none"> ● Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we create a drum track? ● How does a song change from one section to another (ABA) ● How is the ABA form used in other musical works? ● How does the drum track affect the mood of a song? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Assignment to create a 24 bar song in ABA form that has an original drum track. 	
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	<ul style="list-style-type: none"> ● 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. ● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. ● 1.3A.5.Re9a–Demonstrate and explain how the expressive qualities are used in performers’ and personal interpretations to reflect expressive intent. 		
<p>Final Project 4 lessons</p>	<ul style="list-style-type: none"> ● 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. ● 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. ● 1.3A.5.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro. <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard #1–Generalizing and conceptualizing ideas ● Anchor Standard #2–Organizing and developing ideas. ● Anchor Standard #3–Refining and completing products. ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #5: Developing and refining techniques and models or steps needed to create products. ● Anchor Standard #6: Conveying meaning through art. ● Anchor Standard #7: Perceiving and analyzing 	<ul style="list-style-type: none"> ● Individual or pair help on aspects of the project ● Individual or paired work on the project. ● Explanation of the project ● Present assignment to class. <ul style="list-style-type: none"> ○ Explain process ○ Why these loops? ○ Why this drum track? ○ How could this benefit the average listener? ○ Any other thoughts

	<ul style="list-style-type: none"> ● 1.3A.5.Cr3a–Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b–Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. ● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students’ technical skill. ● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5.Pr4d–Explain how context informs performances ● 1.3a.5.Pr4e–Convey creator’s intent through the performers’ 	<p>products.</p> <ul style="list-style-type: none"> ● Anchor Standard #8: Interpreting intent and meaning ● Anchor Standard #9: Applying criteria to evaluate products. ● Anchor Standard #10: Synthesizing and relating knowledge and personal experiences to create products. ● Anchor Standard #11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Imagine ● Plan ● Make ● Evaluate ● Refine ● Select ● Analyze ● Interpret ● Rehearse ● Present ● Connect <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources ● 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 technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, persistence, and the application of appropriate criteria. 	
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	<p>interpretive decisions of expanded expressive qualities.</p> <ul style="list-style-type: none"> ● 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. ● 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. ● 1.3A.5.Pr6a—Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. ● 1.3A.5.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. ● 1.3A.5Re7a—Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● 1.3A.5Re7b—Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. 	<ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. ● Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How would an original song created in BandLab connect with elements of culture, society, and other elements of life? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present, connect <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Daily check in on how the students’ project is progressing. 	
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	<ul style="list-style-type: none">● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.● 1.3A.5.Re9a–Demonstrate and explain how the expressive qualities are used in performers’ and personal interpretations to reflect expressive intent.● 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.● 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		
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