

**GRADE 6 – Unit 3– Bandlab**

**Board Approval**

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

**Unit Overview**

In unit 3, 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	17 Sessions	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.8.Cr1a 1.3A.8.Pr4c 1.3A.8.Pr5a 1.3A.8.Pr6a	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. Through dictation, students will write the notation of short rhythmic phrases and create and improvise short rhythmic phrases.	<ul style="list-style-type: none"> <li>• Identify and sing using different vocal registers</li> <li>• Play a rhythm ostinato.</li> <li>• Read/ recognize rhythmic passages containing quarter note/rest and eighth notes</li> <li>• Read, write and recognize rhythmic passages containing</li> </ul>

				<p>sixteenth notes, sixteenth note syncopations, and dotted eighth-sixteenth note phrases.</p> <ul style="list-style-type: none"> <li>● Identify thirty-second notes</li> <li>● identify aurally presented rhythmic passages</li> <li>● Create and Improvise short rhythmic phrases</li> </ul>
Unit 2–The Band Project	17 Sessions	1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Cr4a 1.3A.8.Cr4d 1.3A.8.Cr4e 1.3A.8.Pr5a 1.3A.8.Pr5b 1.3A.8.Pr6a 1.3A.8.Pr6b 1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn11a 1.3A.8.Cn11a	Students will learn what it takes to become successful in the music business. This project will consist of planning, advertising, and performing a part of their concert. If the groups so wish, they can make a video, perform live, or create an interview. Their group presentations will be presented in front of the class.	<ul style="list-style-type: none"> <li>● Quiz identifying the roles of band members in a band.</li> <li>● Monitoring progress of their projects.</li> <li>● Final presentation to class.</li> </ul>

Unit 3–BandLab	17 lessons	1.3A.8.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.8.Pr5a 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.8.Re7a 1.3A.5.Re7b 1.3A.8.Re8a 1.3A.5.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a	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.	<ul style="list-style-type: none"> <li>● Create a BandLab account</li> <li>● Browse loops and drag them to tracks.</li> <li>● Combine tracks to form an 8 bar song.</li> <li>● Create a layered 32 bar song.</li> <li>● Submit assignments.</li> <li>● Extend loops</li> <li>● Create new tracks.</li> <li>● Change tempo</li> <li>● Change keys</li> <li>● Change time display</li> <li>● Use the metronome</li> <li>● Modify Loops</li> <li>● Cut/Copy/Slice</li> <li>● Arrange a song with effects</li> <li>● Pan a track from left to right</li> <li>● Solo and mute tracks.</li> <li>● Create a song using ABA form.</li> <li>● Create a drum track to accompany a song.</li> <li>● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.</li> </ul>
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<b>Grade 6– Unit 3–BandLab</b>
<b>Unit Vocabulary</b>

Loop	Slice	Intro		
Bar	Paste	Transition		
Metronome	Form	Pan		
Cut	Outro	Sequence		

**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>

**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"> <li>Science</li> <li>Mathematics</li> </ul>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within</i></p>	<ul style="list-style-type: none"> <li>The final project could tie into this topic if the student chooses.</li> </ul>	<ul style="list-style-type: none"> <li>The final project could tie into this topic if the student chooses.</li> </ul>	<ul style="list-style-type: none"> <li>The final project could tie into this topic if the student chooses.</li> </ul>	<ul style="list-style-type: none"> <li>The final project could tie into this topic if the student chooses.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	the "Possible Resources and Activities" column for each Topic area.					
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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><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<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 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"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

- 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

**Individualized Learning Opportunities**

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

**Grade 6– Unit 3– 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"> <li>• 1.3A.8.Cr1a–Generate and improvise rhythmic, melodic, and harmonic phrases and</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Log into BandLab.</li> <li>• Browse loops and drag them to tracks.</li> </ul>	<ul style="list-style-type: none"> <li>• Create BandLab account</li> <li>• Join Class</li> <li>• Browse loops and drag into tracks</li> </ul>

	<p>harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</p> <ul style="list-style-type: none"> <li>1.3A.8.Cr2a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>1.3A.8.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Combine tracks to form an 8 bar song.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #1–Generalizing and conceptualizing ideas</li> <li>Anchor Standard #2–Organizing and developing ideas.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Imagine</li> <li>Plan</li> <li>Make</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do we create loops within a track?</li> <li>How do different loops sound different together?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Planning</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Successful login</li> <li>Checking sandboxes</li> </ul>	<ul style="list-style-type: none"> <li>Play in Sandbox</li> </ul>
<p>32 Bar Layer 3 lessons</p>	<ul style="list-style-type: none"> <li>1.3A.8.Cr1a–Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</li> <li>1.3A.8.Cr2a Select, organize, and document personal musical ideas for</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Create a layered 32 bar song.</li> <li>Submit assignments.</li> <li>Extend loops</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #1–Generalizing and conceptualizing ideas</li> <li>Anchor Standard #2–Organizing and developing ideas.</li> <li>Anchor Standard #3–Refining and completing products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Imagine</li> <li>Plan</li> <li>Make</li> </ul>	<ul style="list-style-type: none"> <li>Sandbox</li> <li>Upside down birthday cake</li> <li>How to extend loops and click into place/</li> <li>Bars</li> <li>Show how to submit an assignment.</li> <li>Present assignment to class. <ul style="list-style-type: none"> <li>Explain process</li> <li>Why these loops</li> <li>Any other thoughts</li> </ul> </li> </ul>

	<p>arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> <li>● 1.3A.8.Cr3a—Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</li> <li>● 1.3A.8.Cr3b—Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate</li> <li>● Refine</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we layer a song?</li> <li>● How many tracks do we need to create a 32 bar layered song?</li> <li>● What are “bars?”</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine, plan, make, refine.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Assignment—32 bar layer</li> </ul>	
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<p>Transport Controls/Basic Skills 1B</p> <p>3 Lessons</p>	<ul style="list-style-type: none"> <li>● 1.3A.8.Cr1a—Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</li> <li>● 1.3A.8.Cr2a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>● 1.3A.8.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> <li>● 1.3A.8.Cr3a—Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Create new tracks.</li> <li>● Change tempo</li> <li>● Change keys</li> <li>● Change time display</li> <li>● Use the metronome</li> <li>● Modify Loops</li> <li>● Cut/Copy/Slice</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Anchor Standard #1—Generalizing and conceptualizing ideas</li> <li>● Anchor Standard #2—Organizing and developing ideas.</li> <li>● Anchor Standard #3—Refining and completing products.</li> <li>● Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan</li> <li>● Make</li> <li>● Evaluate</li> <li>● Refine</li> <li>● Select</li> <li>● Analyze</li> <li>● Interpret</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● BandLab Academy video 1B</li> <li>● Demo on slicing, shortening, cutting, and extending loops</li> <li>● Assignment: Cut/Slice/Copy</li> <li>● Present assignment to class. <ul style="list-style-type: none"> <li>○ Explain process</li> <li>○ Why these loops</li> <li>○ Any other thoughts</li> </ul> </li> </ul>
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	<p>style and form and use of sound sources.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr3b—Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>● 1.3A.8.Pr4a—Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.</li> <li>● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance.</li> <li>● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation</li> <li>● 1.3A.5.Pr4d—Explain how context informs performances</li> <li>● 1.3a.5.Pr4e—Convey creator’s intent through the performers’</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we alter loops?</li> <li>● How do we change tempo and key?</li> <li>● How does altering loops change the feel of the song?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine, plan, make, evaluate, refine, select, analyze, interpret.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Cut/Copy/Slice assignment</li> <li>● Frequent check ins during lessons and independent work.</li> </ul>	
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	interpretive decisions of expanded expressive qualities.		
Basic Skills 1C/1D  3 Lessons	<ul style="list-style-type: none"> <li>1.3A.8.Cr1a—Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</li> <li>1.3A.8.Cr2a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>1.3A.8.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> <li>1.3A.8.Cr3a—Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Arrange a song with effects</li> <li>Pan a track from left to right</li> <li>Solo and mute tracks.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard #1—Generalizing and conceptualizing ideas</li> <li>Anchor Standard #2—Organizing and developing ideas.</li> <li>Anchor Standard #3—Refining and completing products.</li> <li>Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> <li>Anchor Standard #5: Developing and refining techniques and models or steps needed to create products.</li> <li>Anchor Standard #6: Conveying meaning through art.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Imagine</li> <li>Plan</li> <li>Make</li> <li>Evaluate</li> <li>Refine</li> <li>Select</li> <li>Analyze</li> <li>Interpret</li> <li>Rehearse</li> <li>Present</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>BandLab Academy video 1c and 1d</li> <li>Demonstration on how to create pan and volume effects</li> <li>Assignment: Arrangement</li> <li>Present assignment to class. <ul style="list-style-type: none"> <li>Explain process</li> <li>Why these loops</li> <li>Any other thoughts</li> </ul> </li> </ul>

	<p>elements of music, compositional techniques, style and form and use of sound sources.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr3b—Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>● 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.</li> <li>● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance.</li> <li>● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation</li> <li>● 1.3A.5.Pr4d—Explain how context informs performances</li> <li>● 1.3a.5.Pr4e—Convey creator’s intent through the performers’</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>●</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we solo and mute tracks?</li> <li>● How do we create a pan effect?</li> <li>● How do we change the volume of a track during the song?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Assignment: Arranging a 5 track song with effects.</li> </ul>	
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	<p>interpretive decisions of expanded expressive qualities.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Pr5a—Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform.</li> <li>● 1.3A.5.Pr6a—Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> </ul>		
<p>ABA form/Drum Machine</p> <p>3 lessons</p>	<ul style="list-style-type: none"> <li>● 1.3A.8.Cr1a—Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</li> <li>● 1.3A.8.Cr2a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Create a song using ABA form.</li> <li>● Create a drum track to accompany a song.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Anchor Standard #1—Generalizing and conceptualizing ideas</li> <li>● Anchor Standard #2—Organizing and developing ideas.</li> <li>● Anchor Standard #3—Refining and completing products.</li> <li>● Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> <li>● Anchor Standard #5: Developing and refining techniques and models or steps needed to create products.</li> <li>● Anchor Standard #6: Conveying meaning through art.</li> <li>● Anchor Standard #7: Perceiving and analyzing products.</li> <li>● Anchor Standard #8: Interpreting intent and meaning</li> <li>● Anchor Standard #9: Applying criteria to evaluate products.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the ABA sections of a song</li> <li>● Demonstration of an ABA song in BandLab</li> <li>● Demonstration of how the Drum Machine feature works in BandLab</li> <li>● Assignment: ABA song</li> <li>● Present assignment to class. <ul style="list-style-type: none"> <li>○ Explain process</li> <li>○ Why these loops?</li> <li>○ Why this drum track?</li> <li>○ Any other thoughts</li> </ul> </li> </ul>

	<p>unity and variety, balance, and convey expressive intent.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> <li>● 1.3A.8.Cr3a—Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</li> <li>● 1.3A.8.Cr3b—Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>● 1.3A.5Pr4a—Demonstrate and explain how the selection of music to perform is influenced by personal interest,</li> </ul>	<p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan</li> <li>● Make</li> <li>● Evaluate</li> <li>● Refine</li> <li>● Select</li> <li>● Analyze</li> <li>● Interpret</li> <li>● Rehearse</li> <li>● Present</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation,</li> </ul>	
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	<p>knowledge, and context, as well as students' technical skill.</p> <ul style="list-style-type: none"> <li>● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance.</li> <li>● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation</li> <li>● 1.3A.5.Pr4d—Explain how context informs performances</li> <li>● 1.3a.5.Pr4e—Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities.</li> <li>● 1.3A.8.Pr5a—Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform.</li> <li>● 1.3A.5.Pr6a—Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> <li>● 1.3A.8.Re7a—Select programs of music and demonstrate the connections to an interest or</li> </ul>	<p>and established criteria.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we create a drum track?</li> <li>● How does a song change from one section to another (ABA)</li> <li>● How is the ABA form used in other musical works?</li> <li>● How does the drum track affect the mood of a song?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Assignment to create a 24 bar song in ABA form that has an original drum track.</li> </ul>	
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	<p>experience for a specific purpose.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 1.3A.8.Re8a–Apply appropriate personally developed criteria to evaluate musical works or performances</li> <li>● 1.3A.5.Re9a–Demonstrate and explain how the expressive qualities are used in performers’ and personal interpretations to reflect expressive intent.</li> </ul>		
<p>Final Project 4 lessons</p>	<ul style="list-style-type: none"> <li>● 1.3A.8.Cr1a–Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic and expanded forms that convey expressive intent. Explain connection to specific purpose and context.</li> <li>● 1.3A.8.Cr2a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Anchor Standard #1–Generalizing and conceptualizing ideas</li> <li>● Anchor Standard #2–Organizing and developing ideas.</li> <li>● Anchor Standard #3–Refining and completing products.</li> <li>● Anchor Standard #4: Selecting, analyzing, and interpreting work.</li> <li>● Anchor Standard #5: Developing and refining techniques and models or steps needed to create products.</li> <li>● Anchor Standard #6: Conveying meaning through art.</li> <li>● Anchor Standard #7: Perceiving and analyzing</li> </ul>	<ul style="list-style-type: none"> <li>● Individual or pair help on aspects of the project</li> <li>● Individual or paired work on the project.</li> <li>● Explanation of the project</li> <li>● Present assignment to class. <ul style="list-style-type: none"> <li>○ Explain process</li> <li>○ Why these loops?</li> <li>○ Why this drum track?</li> <li>○ How could this benefit the average listener?</li> <li>○ Any other thoughts</li> </ul> </li> </ul>



	<p>demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr2b—Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and harmonic sequences.</li> <li>● 1.3A.8.Cr3a—Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</li> <li>● 1.3A.8.Cr3b—Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>● 1.3A.8.Pr4a—Apply collaboratively and personally developed criteria for selecting music of contrasting styles for</li> </ul>	<p>products.</p> <ul style="list-style-type: none"> <li>● Anchor Standard #8: Interpreting intent and meaning</li> <li>● Anchor Standard #9: Applying criteria to evaluate products.</li> <li>● Anchor Standard #10: Synthesizing and relating knowledge and personal experiences to create products.</li> <li>● Anchor Standard #11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan</li> <li>● Make</li> <li>● Evaluate</li> <li>● Refine</li> <li>● Select</li> <li>● Analyze</li> <li>● Interpret</li> <li>● Rehearse</li> <li>● Present</li> <li>● Connect</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
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	<p>performance, and explain expressive qualities, technical challenges, and reasons for choices.</p> <ul style="list-style-type: none"> <li>● 1.3A.5.Pr4b. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation</li> <li>● 1.3A.5.Pr4d—Explain how context informs performances</li> <li>● 1.3a.5.Pr4e—Convey creator’s intent through the performers’ interpretive decisions of expanded expressive qualities.</li> <li>● 1.3A.8.Pr5a—Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform.</li> <li>● 1.3A.5.Pr6a—Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b—Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How would an original song created in BandLab connect with elements of culture, society, and other elements of life?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine, plan, make, evaluate, refine, select, analyze, interpret, present, connect</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Daily check in on how the students’ project is progressing.</li> </ul>	
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	<ul style="list-style-type: none"><li>● 1.3A.8.Re7a–Select programs of music and demonstrate the connections to an interest or experience for a specific purpose.</li><li>● 1.3A.5Re7b–Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music.</li><li>● 1.3A.8.Re8a–Apply appropriate personally developed criteria to evaluate musical works or performances</li><li>● 1.3A.5.Re9a–Demonstrate and explain how the expressive qualities are used in performers’ and personal interpretations to reflect expressive intent.</li><li>● 1.3A.8.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li><li>● 1.3A.8.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li></ul>		
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