

Instructional Unit Title: Trends with Technology

Generalist Pathway

As an introduction, the teacher may play a variety of music (both electronic and non-electronic) so that students can experience multiple genres of music. (Use digital recordings of live performances and digital music examples).

The teacher may play a variety of music so that students can begin analyzing the form (structure) of different forms of musical expression (e.g., ABA, Rondo, Binary, verse/refrain, etc.)

The teacher may play a variety of styles (genres) of music so that students can distinguish between and within the range of different genres of music from acoustic forms to electronic/digital music (Country, Techno, Hip Hop, Jazz, Blues, Classical, etc.).

The teacher will play a variety of music with different rhythmical patterns so that students can distinguish between complex and simple rhythm patterns (duple meter verses triple meter, subdivisions, repeated patterns, etc.)

The teacher may model rubric creation around criteria for composition utilizing technology so that students can consider the ways in which musicians critique and evaluate the attributes and qualities of a given piece of music.

The teacher may play a variety of music examples so that students can compare and distinguish elements of harmony related to consonance and dissonance in music.

The teacher may give a short demonstration of visual tools that represent sound (programs, software, midi, icons, Animusic, etc.) through electronic graphic notation so that students may begin exploring the power and expressive possibilities in combining music and visuals.

The teacher may model a short demonstration of music technology tools (web tools, application/program or software) so that students can articulate and begin to make informed choices for their musical preferences.

(Post-Performance Task) The teacher may model peer evaluation processes so that students can understand the significance of feedback/reflection in relation to improving composition(s) and the work of composers.

PERFORMANCE ASSESSMENT: As an aspiring famous composer, you will be trying to win this years "Grammy Award" for the Best Structured Music. In order to be included in this category, however, you will first need to create a musical composition using available technological sources that use fundamental composition and technical skills. You should consider regional media trends and styles as well as cultural influences when creating your original composition. Your classmates and fellow composers will serve as your "test" audience to give feedback on your composition process before you create and submit your work for consideration.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.