FINE ARTS COURSE SYLLABUS

Course Title: INTRO TO MUSIC TECHNOLOGY

Department: Fine Arts

Primary Course Materials:
1. Text: Making Music with GarageBand and Mixcraft - Hodson/Frankel/Fein/McCready
2. Audio Editing Software: GarageBand, Audacity
3. Music Notation Software: Sibelius, Finale

Course Description: Intro to Music Technology is open to students who have at least one year of high school performance music ensemble or music theory experience. The purpose of this course is to increase students' musical awareness through technology based experiences. Students will develop musicianship in a 21st century environment by completing projects utilizing critical response, reading and notation, improvisation and composition as well as some singing and instrumental performance.

Essential Questions:
1. What is music?
2. How does electronically generated music differ from traditional, acoustic music?
3. What are the basic elements of music?
4. What is electronic music's place in society and culture?
5. What is active listening?
6. How can we create and respond to music using appropriate terminology?

Course Objectives:
Students will be able to:
1. Create music using a variety of computer software.
2. Critically respond to music examples through active listening techniques.
3. Transfer knowledge gained through active critical response to composition and arranging.
4. Gain an appreciation for modern world tools to create an art form.

Common Goals:

Thinking and Communicating
1) ☒ Read information critically to develop understanding of concepts, topics and issues.
2) ☒ Write clearly, factually, persuasively and creatively in Standard English.
3) ☒ Speak clearly, factually, persuasively and creatively in Standard English.
4) ☒ Use computers and other technologies to obtain, organize and communicate information and to solve problems.
5) ☒ Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines
6) ☒ Gain and Apply Knowledge in:
   a) ☒ Literature and Language
   b) ☐ Mathematics
   c) ☒ Science and Technology
   d) ☐ Social Studies, History and Geography
   e) ☒ Visual and Performing Arts
   f) ☐ Health and Physical Education

Work and Contribute
7) Demonstrate personal responsibility for planning one’s future academic and career options.
8) Participate in a school or community service activity.
9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework:
Personalizing instruction
Engaging students in cross-disciplinary learning
Engaging students as active and self-directed learners
Emphasizing inquiry, problem solving and higher order thinking
Applying knowledge and skills in authentic tasks
Engaging students in self-assessment and reflection
Integrating technology

Content Outline:

UNIT ONE: MUSIC THROUGH TECHNOLOGY

Preparation:
Audacity tutorial

Activity:
"Gettysburg Address" exercise: the student will learn about the different effects through Audacity by reconstructing (correcting) a spoken recording of the Gettysburg Address. In this unit, students will go on to record their voices speaking or singing a simple melody that can be performed in a round. They will then mix and edit these recordings using Audacity to create a single person-performed multi-part recording. Students who show proficiency in this can move on to the challenge of singing or instrumentally performing the parts of a four-part harmony piece, singing multiple partner songs, and then editing them together, or creating an accompaniment using MIDI files through GarageBand.

Assessment:
1. "Gettysburg Address" project
2. Self-recorded multi-track recordings.

Grading:
Student demonstrates an excellent understanding of the software, is able to manipulate the recordings to produce a cohesive product. - 100 points

Student demonstrates a good understanding of the software, is able to manipulate the recordings to produce a good product with minor flaws that do not detract from the overall recording. -85 points

Student demonstrates a basic understanding of the software, is able to manipulate the recordings, but the product shows unrefined edits that detract from the overall quality of work. - 70 points

Student does not demonstrate understanding of the software, and shows little or no attempt at editing the original materials to create a quality product. - 60 points
UNIT TWO: (RE)CONSTRUCTING MUSIC THROUGH TECHNOLOGY

Preparation:
GarageBand tutorial, review of score reading.

Activity:
"Fantasia on the Dargason" exercise: the student will review the basics of reading a conductor's score. Each student will have access to the score to Second Suite in F for Military Band by Gustav Holst. This piece has a simple melody which repeats itself 26 times from section to section. The class will identify which instrument is playing the melody for each repetition, then discover the supporting instruments which will give context clues for the second part of the project. The students are then given 26 audio tracks which they then have to reassemble in order, using the score as a reference as to which section comes next.

Assessment:
1. "Fantasia on the Dargason" project

Grading:
Student demonstrates an excellent understanding of score reading and is able to successfully recreate the piece to produce a cohesive product. - 100 points

Student demonstrates a good understanding of score reading and is able to recreate the piece to produce a good product with 1-2 misplaced sections. - 85 points

Student demonstrates a basic understanding of score reading and is able to recreate a semblance of the original, but overall the product is basically incorrect. - 70 points

Student does not demonstrate understanding of score reading, and shows little or no attempt at recreating the piece into a quality product. - 60 points

UNIT THREE: RE-SCORING

Preparation:
Review of key signatures & the relative minor, GarageBand loops

Activity:
"Row Your Boat" exercise: the student will have an opportunity to explore the offerings of GarageBand MIDI loops - short digital pre-recordings of bass lines, melodic grooves, and drum beats. After reviewing the concept of Major vs. minor keys, the class will then work towards "rescoring" a simple tune (Row, Row, Row Your Boat) from it's Major key to it's relative minor key. Students who complete this task proficiently may move on to rescoring more complex melodies.

Assessment:
1. "Row Your Boat" project

Grading:
Student demonstrates an excellent understanding of GarageBand loops and relative key signatures. The student is able to successfully rescoring the melody to produce a new sounding product. - 100 points

Student demonstrates a good understanding of GarageBand loops and relative key signatures. The student is able to rescoring the melody to produce a good product. - 85 points

Student demonstrates a basic understanding of GarageBand loops and is able to rescoring the melody but overall the product is basically incorrect. - 70 points
Student does not demonstrate understanding of GarageBand loops and relative key signatures. The student shows little or no attempt at rescoring the piece or inundates the product with non-relevant material. - 60 points

UNIT FOUR: MULTI-TRACK RECORDING

Preparation:
Review of Audacity, GarageBand, overview of chamber music

Activity:
"Solo Multi Part Recording" exercise: the student will experiment recording themselves performing on their primary instrument or voice and then experimenting with the audio editing process. Once they have shown proficiency of this procedure, the student will choose a piece of music (trio or quartet) for their instrument or voice. They will then record each part as a separate track and edit the audio all together to form a cohesive multi-part piece.

Assessment:
1. "Solo Multi Part Recording" project

Grading:
Student demonstrates an excellent understanding of parts playing and the audio editing process. The product is cohesive in time, intonation, and overall musicality. - 100 points

Student demonstrates a good understanding of parts playing and the audio editing process. The parts of the product is mostly in time with few intonation concerns and overall good musicality. - 85 points

Student demonstrates a basic understanding of parts playing and the audio editing process. The product has several flaws in timing, intonation and is lacking in overall musicality. - 70 points

Student does not demonstrate understanding of parts playing or the audio editing process. The product is not timed accurately, has poor intonation, and displays little to no musicality. - 60 points

UNIT FIVE: FINAL PROJECT

Students will write, record, mix, edit, and produce their own commercial jingle. Students will utilize GarageBand loops, music writing software, editing through Audacity. Projects should use outside source material (singers, instrumentalists, voice-overs).

Grading:
Student demonstrates an excellent understanding of the software. Content is original, engaging, and contains all pieces of criteria; acoustic instruments, appropriate length, and balance and blend of the final audio editing procedure. - 100 points

Student demonstrates a good understanding of the software. Content is original and contains most pieces of the criteria: acoustic instruments, appropriate length, and balance and blend of the final audio editing procedure. - 85 points

Student demonstrates a basic understanding of the software. Content is original but is lacking in many pieces of criteria: acoustic instruments, appropriate length, and balance and blend of the final audio editing procedure. - 70 points
Student demonstrates a little understanding of the software. Content is not entirely original and is lacking in most pieces of criteria: acoustic instruments, appropriate length, and balance and blend of the final audio editing procedure. - 60 points
## Major Evaluation Strategies:

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type of Assessment</th>
<th>Common Goals Assessed</th>
<th>Standards Assessed</th>
<th>Other Objectives Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: MUSIC THROUGH TECHNOLOGY</td>
<td>X</td>
<td>1, 4, 5, 6c, 6e</td>
<td>2, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Unit 2: (RE)CONSTRUCTING MUSIC THROUGH TECHNOLOGY</td>
<td>X</td>
<td>1, 4, 5, 6c, 6e</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Unit 3: RE-SCORING</td>
<td>X</td>
<td>1, 4, 5, 6c, 6e</td>
<td>2, 5, 8</td>
<td></td>
</tr>
<tr>
<td>Unit 4: MULTI-TRACK RECORDING</td>
<td>X</td>
<td>1, 4, 5, 6c, 6e</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Unit 5: FINAL PROJECT</td>
<td>X</td>
<td>1, 4, 5, 6c, 6e</td>
<td>1, 2, 3, 4, 5, 6, 8, 9</td>
<td></td>
</tr>
</tbody>
</table>
**Learning Standards from the Massachusetts Curriculum Framework:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Song</td>
<td>Students will sing, alone and with others, a varied repertoire of music.</td>
<td>Students will read music written in standard notation.</td>
<td>Students will play instruments, alone and with others, to perform a varied repertoire of music.</td>
<td>Students will improvise, compose, and arrange music.</td>
<td>Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</td>
<td>Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.</td>
<td>Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.</td>
<td>Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.</td>
<td>Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.</td>
<td>Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Students will develop acting skills to portray characters who interact in improvised and scripted scenes.</td>
<td>Students will read, analyze, and write dramatic material.</td>
<td>Students will rehearse and stage dramatic works.</td>
<td>Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</td>
<td>Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</td>
<td>Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.</td>
<td>Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.</td>
<td>Students will demonstrate their understanding of styles,</td>
</tr>
</tbody>
</table>

3/21/2013
| **Concepts of Style, Stylistic Influence, and Stylistic Change** | stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres. |
| **PreK–12 STANDARD 9**<br>Inventions, Technologies, and the Arts | Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work. |
| **PreK–12 STANDARD 10**<br>Interdisciplinary Connections | Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. |

**VISUAL ARTS STRANDS AND STANDARDS**

| **PreK–12 STANDARD 1**<br>Media, Materials, and Techniques | Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts. |
| **PreK–12 STANDARD 2**<br>Elements and Principles of Design | Students will demonstrate knowledge of the elements and principles of design. |
| **PreK–12 STANDARD 3**<br>Observation, Abstraction, Invention, and Expression | Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. |
| **PreK–12 STANDARD 4**<br>Drafting, Revising, and Exhibiting | Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation. |
| **PreK–12 STANDARD 5**<br>Critical Response | Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. |
| **PreK–12 STANDARD 6**<br>Purposes and Meanings in the Arts | Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings. |
| **PreK–12 STANDARD 7**<br>Roles of Artists in Communities | Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present. |
| **PreK–12 STANDARD 8**<br>Concepts of Style, Stylistic Influence, and Stylistic Change | Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres. |
| **PreK–12 STANDARD 9**<br>Inventions, Technologies, and the Arts | Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work. |
| **PreK–12 STANDARD 10**<br>Interdisciplinary Connections | Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. |