Wethersfield Public Schools

WHS Curriculum: Electronic Music Production

Grade(s)	9-12
Unit Title and Purpose	**Unit 1: Digital Audio Workstations & Computer Literacy** Students learn the basic functions of a computer operating system. They learn to organize and navigate a digital file storage system. Students will develop a basic understanding of a DAW (digital audio workstation) and its basic layout and functions.
Timeframe	3 Weeks (1-3)

Vision of the Graduate

Communicator: Students use their personal preference, life experience, and musical identity to express themselves to their peers. Students also evaluate the effectiveness of that communication to each other.

Unit Priority Standards

MU:Cr1.1.T.HSI.a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Re7.I.T.HSI.a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
MU:Re9.1.T.HSI.a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Unit Supporting Standards

MU:Cn10.0.T.HSI.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cr3.2.T.HSI.a. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Essential Questions

How is individuals' selection of musical works influenced by their interests, experiences, understandings, and purposes?

How do individuals choose music to experience?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1) Save and organize a file folder on computer 2) Download files from multiple online sources (email, Google classroom) 3) Create a new blank project in a Digital Audio Workstation (DAW) 4) Navigate the “Loop” Library 5) Use basic DAW controls a) Play b) Pause c) Record d) Rewind e) Cycle f) Tempo g) Counter	1) Understand how regions in DAWs are organized to create complete musical thoughts. 2) Understand how personal details/ experiences/ differences can be used to create original musical thoughts. 3) Understand and correctly use music terminology to evaluate and express music intent. 4) Elements of Music a) Pitch b) Dynamics c) Rhythm d) Melody e) Harmony f) Form

h) Metronome i) Count-in 6) Use the basic editing tools a) Cut b) Paste c) Copy d) Tirm e) Split f) Join g) Loop 7) Use “Automation” to manipulate individual tracks and regions a) Volume b) Pan c) Echo d) Reverb 8) Create and Edit MIDI Tracks a) Use the “Quantize Tool”	g) Timber
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
● Create 1 minute of material based on a prompt and using relevant tools. ● Communicate a personal evaluation and reflection of small, simple music sections. ● Use prompts to assess musical proficiency.	1) Garageband/Logic Pro 2) The Garage Band Guide 3) Musictheory.net 4) “Using Technology to unlock Musical Creativity” By Scott Watson

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Grade(s)	9-12
Unit Title and Purpose	**Unit 2: Elements of Music: Rhythm** Students explore the basics of rhythm and the subdivision of time, and how it is created and edited in a DAW. They do this through the basic study of a traditional drum set, and its component instruments, with the objective of creating original drum/rhythm patterns on the digital platform.
Timeframe	3 Weeks (4-6)

Vision of the Graduate

Problem Solver: Students use auditory skills to transcribe and generate rhythm tracks that accompany various melodies.

Unit Priority Standards

MU:Cr1.1.T.HSI.a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
MU:Cr3.1.T.HSII.a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Unit Supporting Standards

MU:Cr3.2.T.HSI.a. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
MU:Pr4.I.T.HSI.a. Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

Essential Questions

Where do the creative ideas, concepts, and feelings that influence musicians' work emerge from?

How does structure contribute to functional, enjoyable rhythm patterns?

What role does rhythm play in creating complete, comprehensible musical ideas?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1) Identify visually and aurally identify the sounds of a) Snare Drum b) Bass Drum c) Toms d) High-Hat e) Ride Cymbal f) Crash Cymbal 2) Align rhythm patterns with a metronome 3) Place rhythms on "beat map" 4) Transcribe rhythms visually from an example into a DAW 5) Transcribe rhythms aurally from a source into a DAW	1) Understand how acoustic drum kits influence digital/synthesized percussion sounds in DAWS 2) Understand the traditional role of snare drum, bass drum, high-hat, ride cymbals, crash cymbals and toms play in a drum track 3) Know how a beat map translates to sounds and time/pulse 4) Understand alignment of melodic pulse with a rhythm track

6) Create an original rhythm pattern using a set of parameters 7) Identify and assess effective vs. ineffective repetitions in drum patterns	
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
● Transcribe simple drum mp3s into MIDI tracks. ● Compose original drum/rhythm tracks to accompany a provided melody. ● Create a "beat map" to guide drum track creation. ● Self-assess and reflect on original work in relation to established criteria.	1. Garageband/Logic Pro 2. The Garage Band Guide 3. Musictheory.net 4. "Using Technology to unlock Musical Creativity" By Scott Watson 5. Rhythm and Drum Kit Worksheet 6. Electronic Music Project Folder

Grade(s)	9-12
Unit Title and Purpose	**Unit 3: Elements of Music: Melody & Harmony** Students will learn the basic layout and structure of the piano. They will use that instrument to write and record major, minor and pentatonic scales. This skill will be applied to the transcription of melodies and harmonies, then to creation of original melodies and harmonies.
Timeframe	5 Weeks (7-11)

Vision of the Graduate

Problem Solver: Students use auditory skills to transcribe and generate melodic lines, and accompanying harmonies.

Unit Priority Standards

MU:Cr1.1.T.HSII.a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.
MU:Cr2.1.T.HSII.a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

Unit Supporting Standards

MU:Cr3.1.T.HSI.a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations
MU:Cr3.2.T.HSI.a. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Essential Questions

How are melodies created? What elements are in a well crafted melody?

How are harmonies created? What elements are in a well-crafted harmony?

How do musicians make creative decisions?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Label note names on a piano keyboard 2. Count half and whole steps on a piano keyboard 3. Transcribe simple Do,Re,Me, Fa, Sol melodies 4. Write note names of a scale a. Major b. Minor c. Pentatonic 5. Generate original melodies and harmonies using digital tools.	1. Understand how to use scales to create melodies that represent different moods/emotions. 2. Understand how to create harmonies using a melody. 3. Understand what makes melodies “singable” and memorable. 4. Understand how harmony can change the “mood”/ “feeling” of a song.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
1. Write and record the notes of a major scale, minor scale, and pentatonic scale, using a keyboard 2. Transcribe simple, linear melodies aurally. 3. Write original melodies given a set of parameters 4. Create Triad chords with given a melody pitch	1. Garageband/Logic Pro 2. The Garage Band Guide 3. Musictheory.net 4. “Using Technology to unlock Musical Creativity” By Scott Watson

5. Create: Drone, Ostinato, and chordal harmonies with given and original melodies. 6. Self-assess and reflect on original work in relation to established criteria.	5. Rhythm and Drum Kit Worksheet 6. Electronic Music Project Folder

Grade(s)	9-12
Unit Title and Purpose	**Unit 4: Form and Structure** Students build upon their previous work of melody and harmony to create multi-section music using form and structure. The use of structure will lead to more complex and longer original songs.
Timeframe	3 Weeks (12-14)

Vision of the Graduate

Collaborator: Give and receive peer feedback to revise and generate original compositions.

Unit Priority Standards

MU:Cr2.1.T.HSIII.a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

MU:Cr3.2.T.HSII.a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

Unit Supporting Standards

MU:Cr3.1.T.HSII.a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

MU:Re7.2.T.HSI.a. Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Essential Questions

How does form create effective repetition?

How can the creator use form to enhance their musical ideas?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Aurally identify basic song structures a. Intro b. Verse c. Chorus d. Bridge e. Outtro 2. Create original works with simple for structures a. Binary b. Ternary 3. Create original works with self-generated, complex form structures	1. Understand how structure creates music that is more interesting to the listener 2. Understand how effective repetition benefits music with more complex structures.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**

● Listen to and analyze forms in popular and classical music. ● Create original music using simple (A,B/ A,B,A') forms. ● Create original music using original complex forms.	1. Garageband/Logic Pro 2. The Garage Band Guide 3. Musictheory.net 4. "Using Technology to unlock Musical Creativity" By Scott Watson 5. Rhythm and Drum Kit Worksheet 6. Electronic Music Project Folder