



Subject Area: Performing Arts	Course: Piano Lab	
Unit 2 Title: The 808 - Beatmaking	Start: Date Week 2	End: Date Week 3
Unit Summary: This unit provides students with the fundamentals of rhythm, drum set patterns, basics of music theory, and creating tracks.		

Stage 1: Desired Results

Massachusetts Learning Standards

Advanced General Music Standards

Creating

1. Generate and conceptualize artistic ideas and work. Consistently apply research to generate compositional ideas (e.g., to help generate new ideas, students listen to several different recordings of pieces that use industrial sounds). (AG.M.Cr.01)
2. Organize and develop artistic ideas and work. Document strategies used regularly to organize artistic ideas (e.g., building off of sub-dominate scales, or composing using a sonata form). (AG.M.Cr.02)
3. Refine and complete artistic work. Refine musical pieces to extended rhythmic and harmonic ideas (e.g., composing in unusual time signatures or moving beyond I, IV, V progressions). (AG.M.Cr.03)

Performing

4. Select, analyze and interpret artistic work for presentation. Explain how one's composition relates to established musical genres, styles, forms (e.g., explain how one's piece combines elements of jazz and Celtic music). (AG.M.P.04)
5. Develop and refine artistic techniques and work for presentation. Lead the production and sharing of an original composition (e.g., a student leads a concert in which her work is performed). (AG.M.P.05)
 - Theatre Connection: Students collaborate on the creation of underscoring and source music for the annual play (A.T.P.05)
6. Convey meaning through the presentation of artistic work. Perform a musical work that causes audience reflection by presenting different musical styles or viewpoints

(e.g., a student shows originality in adapting a particular style of playing or singing. (AG.M.P.06)

Responding

7. Perceive and analyze artistic work. Identify ways contemporary musical compositions pushes boundaries of the genre and discipline. (e.g., how Cher's use of Auto-Tune affected the music industry). (AG.M.R.07)

8. Interpret intent and meaning in artistic work. Analyze the ways one's own cultural and personal perspectives and biases affect how one understands specific musical works. (e.g., noticing how a song's popularity influences student perspectives on the song). (AG.M.R.08)

9. Apply criteria to evaluate artistic work. Construct an argument for selecting one criteria over another for evaluating a musical composition. (AG.M.R.09)

Connecting

10. Synthesize and relate knowledge and personal experiences to make art. Explain the development of one's musicality or musical style and how it relates to a composition. (AG.M.Co.10)

11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the social, cultural, and personal influences on one's musical style as a composer or musician. (AG.M.Co.11)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Create a 45 Second minimum track in which the drum part is a boom bap based beat, using rhythm for the drum beats taught in class.
- Focus on sounds for bass/ kick, snare and simple Hi Hat.
- Create 5 Tracks minimum total

Meaning

Enduring Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● 	<p>Students will consider...</p> <ul style="list-style-type: none"> ●

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> ● Funky Drummer ● Synthetic Substitution ● Basic rhythms ● Instrumentation in a rock/soul/funk band (emphasis on drum set parts) ● Whosampled.com ● 808 Drum Machine ● History of the drum machine, how it was used, & samples that were made ● Boom Bap ● The role of a producer? (Rick Rubin) ● Changes in sampling technology ● Introduction to keys and scales 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Using 60s and 70s rock samples ● Analyzing modern songs using Funky Drummer or Synthetic Substitution ● Identifying where different samples come from ● Using 808 patches and simulator ● Counting, creating and laying out drum patterns