

Curriculum Mapping
Electronic Music (L) 4202
1-Semester class (18 weeks)

Week	Standard	Skills	Resources	Vocabulary	Assessments
5-6	H1.1	<i>Students sing using computer-assisted instruction and assessment software. They practice choral and ensemble parts using music production and practice/accompaniment software.</i> Sing with accurate pitch and rhythm using computer-assisted instruction and dedicated practice/accompaniment software.	Handouts Teacher demonstration Computer software		In class performances Teacher observation
	H1.2	Sing individual choral parts for practice/rehearsal using music production software.			
	H1.3.	Practice performance skills in an ensemble using sequenced accompaniments and dedicated practice/accompaniment software			

3-4		<i>Students play melodic, rhythmic, and harmonic patterns on electronic instruments. They play instruments using computer-assisted instruction software and practice instrumental parts using sequenced accompaniments.</i>			
	H.2.1	Play melodic, rhythmic, and harmonic patterns accurately using electronic instruments.	Electronic keyboards Computer software	Melody Rhythm Harmony Tempo Pitch Dynamics	In class performances Teacher observation
	H.2.2	Play an instrument using appropriate computer-assisted instruction and/or assessment software.			
	H.2.3	Practice instrumental performance skills using sequenced accompaniments and dedicated practice/accompaniment software.			

7-8		<i>Students improvise rhythms, melodies, and harmonies in a variety of musical styles using electronic instruments.</i>			
	H.3.1	Improvise and record a melody using music production software.	Handouts Teacher Demonstration Electronic keyboards Computer software	Melody	Teacher observation In class playing tests Computer projects
	H.3.2	Improvise a melody over an accompaniment that is generated by intelligent software.			
	H.3.3	Improvise and record harmony for a given melody.		Harmony	
	H.3.4	Embellish a sequenced melody by adding or changing notes such as passing tones and other non-harmonic tones or by altering its rhythmic structure.			
H.3.5	Identifying the characteristics of a given style, download a sequenced accompaniment, and add an improvised melody.				

9-10	H.4.1	<p><i>Students create melodies, original compositions, and arrangements using notation software.</i></p> <p>Use notation software to compose simple melodies that demonstrate the principles of unity, variety, repetition, contrast, form, and melodic contour.</p>	<p>Handouts Teacher demonstration Computer software</p>	<p>Effect Mix Align Track Noise Removal Fade in/Fade out Bass Boost</p>	Computer projects
	H.4.2	Use notation or music production software and established guidelines to create a composition generated by a musical idea such as a melodic motive or a non-musical inspiration such as a painting.			
	H.4.3	Download a short composition and arrange the piece in a different manner or style than originally written.			
	H.4.4	Use notation or music production software to create an original work that utilizes compositional techniques found in an existing musical example.			
	H.4.5	Use notation software to create a composition for a combination of voices or instruments that fits the range and capabilities of each.			

		<i>Students use appropriate software to read notation and identify musical symbols. They develop keyboard specific music reading skills and notate scales and chords in a variety of keys.</i>			
11-12	H.5.1	Use self-evaluative computer-assisted instruction software to read standard rhythmic and pitch notation and to identify the function of symbols found in a musical score.	Handouts Teacher demonstration Computer Software		Computer projects
	H.5.2	Use computer-assisted software to develop music reading skills specific to the keyboard.			
	H.5.3	Notate major and minor scales, primary chord progressions, simple inversions, and chord symbols in multiple keys using intelligent accompaniment or notation software.			

13-14	H.6.1	<p><i>Students identify musical elements and forms. They utilize appropriate resources and software to distinguish and discuss music of various styles, genres, and time periods and apply their knowledge through multimedia presentations.</i></p> <p>Identify musical forms and distinguish similar and contrasting sections using computer-assisted instruction and multimedia software.</p>	<p>Recordings Internet access Teacher demonstration Handout Computer software</p>		<p>In class discussion Computer projects</p>
	H.6.2	<p>Listen to music of different styles, genres, and time periods and incorporate text, sound, and graphics to create a multimedia presentation.</p>			
	H.6.3	<p>Identify and describe elements and musical events heard in downloaded files such as form, meter, cadences, harmonic progressions, non-harmonic elements, and changes of key.</p>			
1-18	H.7.1	<p><i>Students establish criteria to evaluate musical works. They explain their musical preferences and review performances using appropriate musical terminology.</i></p> <p>Establish criteria to be used in evaluating arrangements and compositions created using music production or notation software.</p>	<p>Teacher demonstration Handouts Computer software Recording equipment</p>	<p>Track Loop Master MP3 file Wave File AIFF file Podcast Convert</p>	<p>Computer projects</p>
	H.7.2	<p>Use music production and notation software to record individual performances for self-evaluation.</p>			
	H.7.3	<p>Establish an electronic portfolio and archive recordings that document individual progress as a performer, arranger, or composer.</p>			

15-18		<i>Students identify and compare terms and concepts common to music and other disciplines. They explore the relationship of text and music and respond to music through writing and illustration.</i>			
	H.8.1	Identify concepts and terms used in the creative process in music and compare their use in other disciplines.	Teacher demonstration	Track	In-class discussion
	H.8.2	Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instruments and combinations of instruments.	Internet access	Loop	Computer projects
	H.8.3	Create a multimedia presentation or podcast demonstrating the relationship of music and other art forms.	Handout Computer software Recording equipment	Master MP3 file Wave File AIFF file Podcast Convert	

15-18		<i>Students relate music to historical and cultural contexts and identify distinguishing characteristics of different styles and genres. They recognize societal influences on composers' roles and works, as well as the influence of music and musicians on society.</i>			
	H.9.1	Create a presentation that illustrates the historical progression of electronic music.	Teacher demonstration Handouts Computer software Recording equipment		Computer projects
	H.9.2	Use computer-assisted instruction software and the Internet to place musical events in their historical and cultural context.			
	H.9.3	Create a multimedia presentation or podcast containing musical examples from a variety of contemporary and historical world cultures.			
	H.9.4	Identify technology-related careers within the music industry such as producer, recording engineer, sound engineer, or others. Define prerequisite education.			