

# 7th Grade Music Enrichment

## **Unit Title:** Rhythm and Melody

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

#### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr3b:** Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **1.2.8.Cr1a:** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- **1.2.8.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.8.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

#### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

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- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### Central Idea/Enduring Understanding:

- Music is embedded in the celebrations and storytelling of all cultures.
- Historical periods can be defined by musical style and genre.
- Music has structure.
- Music can be performed at any time using various methods to create sound.
- The elements of music are combined in unlimited and various ways to create meaning and emotion.
- Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics).
- Technology impacts the creation and performance of music.

### Essential/Guiding Question:

- What is the beat in music?
- How do different meters and time signatures change the sound and performance of music?
- Why is it important to understand the elements of music?
- Why is it important to understand the elements of music?
- Why is it important to have a system for recording music?
- How are musical symbols derived and what are their functions?
- How does technology assist in the writing and recording of music?

### Content:

- Rhythm
- Rhythmic Notes
- Beat
- Metronome
- Sequence
- Pitch
- Pitched Notes
- High and Low

### Skills(Objectives):

- Analyze and define what a time signature is and its purpose.
- Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Triplet notes and Corresponding Rests.

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<ul style="list-style-type: none"> <li>● 4/4 time signature</li> <li>● Harmony</li> <li>● Tempo</li> </ul>	<ul style="list-style-type: none"> <li>● Define, label and perform patterns including Whole, Half, Quarter, Eighth, and Sixteenth Notes and Rests.</li> <li>● Accurately perform rhythmic patterns.</li> <li>● Accurately read and perform melodic patterns.</li> <li>● Demonstrate the 2/4, 3/4, 4/4, and 6/8 meters through the use of strong beat.</li> <li>● Notate simple rhythms from dictated examples.</li> <li>● Properly perform dynamic and tempo changes within musical examples</li> <li>● Pronounce, label and define Dynamic and Tempo markings.</li> </ul>
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**Interdisciplinary Connections:**

Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

**Other Evidence:**

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance
- Digital Music Performance

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

- Participation in class discussions and meter identification exercises.

**Resources:**

- Sheet Music
- Music Recordings

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<ul style="list-style-type: none"> <li>● Accuracy of note and rhythm identification on written examples.</li> <li>● Accuracy of written rhythmic dictation exercises.</li> <li>● Accuracy of Digital Music creation.</li> <li>● Teacher evaluation of in-class performances.</li> <li>● Self-evaluation of in-class performances.</li> </ul>	<ul style="list-style-type: none"> <li>● Optional Drums, boomwhackers, or other unpitched instruments</li> <li>● Websites: Chrome Music Lab; Edu.BandLab.com</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Solo Demonstrations for Class</li> <li>● Independent Study</li> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Additional Rhythm Games</li> <li>● Extra Teacher Assistance</li> <li>● Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller</p>

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		<ul style="list-style-type: none"> <li>● Rhythm Games</li> <li>● Word Banks</li> </ul>	<p>tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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<p><b>Unit Title:</b> Introduction to Active Listening</p>
<p><b>Stage 1: Desired Results</b></p>
<p><b><u>Standards &amp; Indicators:</u></b></p> <p><b><u>2020 New Jersey Student Learning Standards - Visual and Performing Arts</u></b></p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</li> <li>● 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</li> <li>● 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</li> <li>● 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.</li> <li>● 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</li> </ul> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</li> </ul> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</li> </ul> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</li> </ul> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>

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### 2020 1.2 Media Arts Standards

- **1.2.8.Cr3c:** Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- **1.2.8.Pr4a:** Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
- **1.2.8.Pr5b:** Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions
- **1.2.8.Pr5c:** Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

### NJSLS Career Readiness, Life Literacies, and Key Skills:

- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

### Central Idea/Enduring Understanding:

- There are many different genres and styles of music, each with its own norms and characteristics.
- Certain musical groups (chorus, band, orchestra, rock band) have become standardized and can be identified by careful listening.
- Composers and performers try to make a connection to the listener through music and we as listeners can get a deeper appreciation of the music we hear by being sensitive to this connection.

### Essential/Guiding Question:

- Why does a composer write music?
- Why do people perform music?
- What are the differences between chorus, orchestra, band and other ensembles?
- What factors influence a composer to select specific instruments or voices when writing music?
- How can I describe a piece of music using proper vocabulary?
- How do composers work with film studios to create music that enhances the emotional impact of films?

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<ul style="list-style-type: none"> <li>● Each musical instrument has its own characteristic sound, and a composer makes choices to use each instrument in a specific way.</li> </ul>	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Beat</li> <li>● Rhythm</li> <li>● Ensemble</li> <li>● Vocal Quality</li> <li>● Instrument Families</li> <li>● Timbre</li> <li>● Careers in music: singer, director, composer, arranger, conductor, instrumentalists, costumer, lighting and technical designer, sound technician, cameraman, editor</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Characterize instruments into families and describe their characteristics.</li> <li>● Describe music at a basic level using appropriate vocabulary.</li> <li>● Listen to and watch contemporary works making connections to the effects of the works on the world past and present.</li> <li>● Explore a composer’s intentions when attempting to use music to tell a story or convey a feeling.</li> <li>● Differentiate between common types of instrumental and vocal ensembles from modern day works.</li> <li>● Aurally distinguish between various instruments and ensembles.</li> <li>● Aurally distinguish between various types of digital enhancements to music and sound.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English Language Arts</b>            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.            RI.7.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.7.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Mathematics</b>            7.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p> <p><b>Science</b>            MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.</p> <p><b>World Language</b>            7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.            7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).            7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	

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### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Formative Assessment</li> <li>● Performance</li> <li>● Self-Assessment</li> <li>● Pitch Awareness</li> <li>● Participation</li> <li>● End-of-Marking Period Assessment</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Class-Work Review</li> <li>● Teacher Observation</li> <li>● Group &amp; Cooperative Work</li> <li>● Performance</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Participation in class discussions and meter identification exercises.</li> <li>● Accuracy of note and rhythm identification on written examples.</li> <li>● Accuracy of written rhythmic dictation exercises.</li> <li>● Reflections given after listening and observing modern works shared verbally or through projects.</li> <li>● Teacher evaluation of in-class performances.</li> <li>● Self-evaluation of in-class performances.</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Sheet music</li> <li>● Music Recordings</li> <li>● Pitched and/or unpitched instruments</li> <li>● Websites: youtube.com, Google forms, Google slides</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**

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<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>● Pitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Two part harmony</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> </ul>



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<ul style="list-style-type: none"> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Solo Demonstrations for Class</li> <li>● Independent Study</li> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Rhythm Games</li> <li>● Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Additional Rhythm Games</li> <li>● Extra Teacher Assistance</li> <li>● Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>
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<b>Unit Title:</b> Introduction to Music Technology
<b>Stage 1: Desired Results</b>
<p><b><u>Standards &amp; Indicators:</u></b></p> <p><b><u>2020 New Jersey Student Learning Standards - Visual and Performing Arts</u></b></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>● 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</li> <li>● 1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.</li> </ul>

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Anchor Standard 2: Organizing and developing ideas.

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Anchor Standard 3: Refining and completing products.

- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
- 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- 1.3E.12prof.Cr3a: 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.
- 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

### 2020 1.2 Media Arts Standards

- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- **1.2.8.Pr6b:** Analyze benefits and impacts from presenting media artworks.
- **1.2.8.Re7a:** Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- **1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### **Central Idea/Enduring Understanding:**

- Importance of learning and following the rules of using technology devices (use of technology agreement) in the classroom.
- Technology impacts the creation and performance of music.
- Soundscapes are a synthesis of music creation and sound technologies.
- Soundscapes can be employed in a wide variety of circumstances.
- Express work flow ideation by learning terms related to digital audio editing.
- Audio loops and multi-track recording/mixing are a tenet of modern digital audio creation.

### **Essential/Guiding Question:**

- How are students expected to behave when using school technology?
- What is a soundscape?
- What makes up the soundscape in the room?
- What is gain?
- What is compression?
- What is panning?
- What is clipping?
- What is pitch?
- What is a synthesizer?
- What is a microphone?
- What are headphones?
- What is audacity?
- What is a loop?
- What is a waveform?
- What is multi-tracking?

### **Content:**

- Rhythm
- Rhythmic Notes
- Beat
- Metronome

### **Skills(Objectives):**

- Understand that a soundscape is a collection of the sounds heard in a particular location, considered as a whole.

## 7th Grade Music Enrichment

<ul style="list-style-type: none"> <li>● Sequence</li> <li>● Midi</li> <li>● Pitch</li> <li>● Pitched Notes</li> <li>● High and Low</li> <li>● Hertz</li> <li>● 4/4 time signature</li> <li>● Diatonic</li> <li>● Chromatic</li> <li>● Harmony</li> <li>● Tempo</li> <li>● Gain</li> <li>● Microphone</li> <li>● Headphones</li> <li>● Synthesizer</li> <li>● Multi-track recording</li> <li>● Waveform</li> <li>● Clipping</li> <li>● Compression</li> </ul>	<ul style="list-style-type: none"> <li>● Adjust gain to measure how much a signal is amplified.</li> <li>● Adjust compression to even out the overall volume level.</li> <li>● Spread of a sound signal in speakers or headphones with pan.</li> <li>● Avoid clipping, a distortion of sound, usually due to the audio being too loud.</li> <li>● Adjust pitch, the frequency of a note.</li> <li>● Use a synthesizer, an electric instrument capable of producing a wide range of sounds.</li> <li>● Utilize a microphone to convert sound into an electrical signal.</li> <li>● Use Headphones to hear and make fine adjustments to audio creations.</li> <li>● Use loops in a digital audio creation.</li> <li>● Manipulate the waveform of sound.</li> <li>● Use multi-track recording software to edit and enhance music creations.</li> </ul>
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**Interdisciplinary Connections:**

Computer Science and Design Thinking: 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Comprehensive Health and Physical Education 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation

**Other Evidence:**

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance
- Digital Music Performance

## 7th Grade Music Enrichment

- End-of-Marking Period Assessment

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Discussion, demonstration, viewing of videos, digital music creation, direct instruction:

- Song Maker songs on Chrome Music Lab
- Chrome Music Lab exploration
- Drum Machine on Edu.BandLab.com
- LoFi with loops

#### Resources:

- Music books
- Music Recordings
- Optional Drums, or other unpitched instruments
- Websites: Chrome Music Lab; Edu.BandLab.com

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

#### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Solo Demonstrations for Class</li> <li>● Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> </ul>

## 7th Grade Music Enrichment

<ul style="list-style-type: none"> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Rhythm Games</li> <li>● Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Rhythm Games</li> <li>● Extra Teacher Assistance</li> <li>● Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>
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<b>Unit Title: Legal and Ethical Issues in Digital Music</b>
<b>Stage 1: Desired Results</b>
<p><b><u>Standards &amp; Indicators:</u></b></p> <p><b><u>2020 New Jersey Student Learning Standards - Visual and Performing Arts</u></b></p> <p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> <li>● 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.</li> </ul> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</li> <li>● 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</li> <li>● 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</li> </ul> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</li> </ul>

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- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Anchor Standard 9: Interpreting intent and meaning.

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Re7b:** Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
- **1.2.8.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- **1.2.8.Cn11a:** Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- **1.2.8.Cn11b:** Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media

## 7th Grade Music Enrichment

products.

- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### Central Idea/Enduring Understanding:

- Responsible sharing of digital music.
- Fair use allows limited use of copyrighting work without the copyright holder's permission.
- Copyright and public domain media have proper use cases.
- Copyrighting music is done in a specific process.
- Digital music distribution has far outpaced traditional sales.
- Intellectual Property is a broad framework of rights in law that protect "creations of the mind".
- Digital music commerce has numerous stakeholders including creators, artists and corporations.
- Music sharing and copyright have limitations.

### Essential/Guiding Question:

- What is fair use?
- How is music distributed digitally?
- Why is it important to share digital music responsibly?
- What is intellectual property?
- What is a sample?
- What are the legal/ethical rights and responsibilities associated with the creation, production, and consumption of music?
- What is my role in the use of music in a legal and ethical manner?
- How does the study of music provide essential ways to understand and express life experiences?
- What is the correct use of copyrighted and public domain material?
- What are the documents and process to copyright material?
- What is intellectual property's importance not only for musicians and the music business, but our entire form of economy?

### Content:

- Digital music
- Distribution
- Intellectual property
- Copyright
- Fair use
- Music commerce
- Creation
- Rights
- Sampling
- Capitalistic economy

### Skills(Objectives):

- Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- How to share music responsibly, legally and ethically.
- How to comply with Fair Use guidelines and all intellectual property law.
- How to articulate what intellectual property is and also its importance not only for musicians and the music business, but our capitalistic form of economy.
- Presentation of facts regarding declining record sales
- Illustration of funding and capital expenditures on "new" artists when record companies thrive.



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	<ul style="list-style-type: none"> <li>● Presentation of specific cases in which digital music caused legal disputes.</li> <li>● Class discussion on ethical considerations regarding taking what is not freely given.</li> <li>● How to take a critical and informed stance on the use and commerce of digital music.</li> </ul>
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**Interdisciplinary Connections:**

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English Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Formative Assessment</li> <li>● Self-Assessment</li> <li>● Participation</li> <li>● Position paper on legal and ethical issues related to the music industry.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Class-Work Review</li> <li>● Teacher Observation</li> <li>● Group &amp; Cooperative Work</li> <li>● Instrument Performance</li> <li>● Digital Music Performance</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Discussion</li> <li>● demonstration</li> <li>● viewing of videos</li> <li>● direct instruction</li> <li>● Outline of position paper on legal and ethical issues related to the music industry</li> <li>● First draft of paper</li> <li>● Revision and or final</li> <li>● draft of position paper</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Music books</li> <li>● Music Recordings</li> <li>● US Copyright office <a href="http://www.copyright.gov/">http://www.copyright.gov/</a></li> <li>● ASCAP <a href="http://www.ascap.com/">http://www.ascap.com/</a></li> <li>● BMI <a href="http://www.bmi.com/">http://www.bmi.com/</a>.</li> <li>● Billboard Charts <a href="http://www.billboard.com/">http://www.billboard.com/</a></li> <li>● Songfile (Harry Fox Agency) <a href="http://songfile.com">songfile.com</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul>
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	<p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**  
 \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Independent Study</li> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Extra Teacher Assistance</li> <li>● Reduced Workload</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

# 7th Grade Music Enrichment

## Pacing Guide

Course Sections	Resource	Standards
<b>Rhythm and Melody</b>	<b>Websites; Media; Textbooks</b>	<b>2020 NJSLs – Visual and Performing Arts</b>
5 Class Sessions	<ul style="list-style-type: none"> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Kjos Excellence in Theory</li> <li>• Alfred’s Essentials of Music Theory</li> <li>• Littlekidsrock.org</li> <li>• Music Recordings</li> </ul>	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b 1.3A.8.Cr3b 1.3B.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c
<b>Introduction to Active Listening</b>		
5 Class Sessions	<ul style="list-style-type: none"> <li>• Sheet music</li> <li>• Instruments</li> <li>• Edu.BandLab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• Music Mosaic by Anna Wendland</li> <li>• YouTube.com</li> <li>• TeachRock.org</li> </ul>	1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3C.12prof.Re7a 1.3C.12prof.Re7b 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a
<b>Introduction to Music Technology</b>		
8 Class Sessions	<ul style="list-style-type: none"> <li>• Edu.bandlab.com</li> <li>• Musiclab.chromeexperiments.com</li> <li>• “Music Tech 101” textbook by Brian Laakso</li> <li>• YouTube.com</li> </ul>	1.3A.8.Cr1a 1.3B.12prof.Cr1a 1.3E.12prof.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3B.12prof.Cr2b 1.3E.12prof.Cr2a 1.3A.8.Cr3b 1.3B.12prof.Cr3b

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		1.3E.12prof.Cr3a 1.3E.12prof.Cr3b 1.3A.8.Pr4b 1.3A.8.Pr4c 1.3E.12prof.Pr4a 1.3E.12prof.Pr4b 1.3E.12prof.Pr4c`
<b>Legal and Ethical Issues in Digital Music</b>		
5 Class Sessions	<ul style="list-style-type: none"> <li>● Music Recordings from YouTube.com</li> <li>● US Copyright office <a href="http://www.copyright.gov/">http://www.copyright.gov/</a></li> <li>● ASCAP <a href="http://www.ascap.com/">http://www.ascap.com/</a></li> <li>● BMI <a href="http://www.bmi.com/">http://www.bmi.com/</a>.</li> <li>● Billboard Charts <a href="http://www.billboard.com/">http://www.billboard.com/</a></li> <li>● Songfile (Harry Fox Agency) <a href="http://songfile.com">songfile.com</a></li> <li>● Music Mosaic by Anna Wendland</li> </ul>	1.3A.8.Pr4b 1.3A.8.P4d 1.3E.12prof.Pr4b 1.3A.8.Re7b 1.3E.12prof.Re7b 1.3A.8.Re8a 1.3E.12prof.Re8a 1.3A.8.Re9a 1.3E.12prof.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a