Unit 4: *Creation and Composition*
6th Grade Language Arts
18 Class Meetings

*Created August 2020*

### Essential Questions

- How do musicians generate creative ideas?
- How does the understanding of the structure and context of musical works improve the quality of a musician’s creative work?

### Enduring Understandings with Unit Goals

**EU 1:** Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Examine how creative choices can be affected by music literacy
- Apply knowledge of music literacy to compose a piece of music

**EU 2:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Explore and choose various sounds to convey mood or intent
- Arrange various musical tracks to create a song

**EU 3:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Organize different pieces of sound to fit in time with one another
- Apply the knowledge of the elements of music to refine song creation

### Standards

**Common Core State Standards:**
- **MU:Cr1.1.T.IIIa** Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.
- **MU:Cr2.1.T.IIIa** 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:Cr3.1.T.IIIa** Develop and implement varied strategies and apply appropriate criteria to
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- MU:Pr4.I.T.IIIa Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.
- MU:Pr5.1.T.IIa Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.
**Competency 2:** Speak to diverse audiences in an accountable manner.
**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.
**Competency 4:** Analyze and solve problems independently and collaboratively.
**Competency 5:** Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. **Music Literacy**
   - Read and analyze traditional notation for pitch and rhythm
   - Interpret musical symbols for dynamics, articulation, and tempo

2. **Music Technology**
   - Examine how technology is used in music composition
   - Demonstrate mastery of various DAW (Digital Audio Workshop) software

3. **Composition**
   - Combine sections of music to create a structured form
   - Organize sections of music to be synchronized in time
   - Select loops or sounds that convey the intent of the composer

Interdisciplinary Connection:
- English Language Arts - Writing
- Math - Timing
Daily Learning Objectives with *Do Now Activities*

**Students will be able to...**
- Label and identify all pitches on a treble clef
- Construct and notate a two-measure ostinato whole, half, quarter, and eighth notes and rests
- Interpret musical symbols relating to tempo, dynamics, and articulation
- Compose a four-measure melody on a treble clef using all elements learned in previous three classes
- Drag, paste, and edit loops in a DAW (Digital Audio Workshop) **
- Combine three loops to create a synchronous melody, harmony, and bassline
- Employ advanced editing techniques in DAW, including inversions and one-shots
- Manipulate sounds in DAW, including dynamics, delay, reverb, and distortion
- Generate melodic line through MIDI (Musical Instrument Digital Interface) input
- Strategize how to arrange melody/ theme in interesting ways
- Assess combinations of melody, harmony, and bass to determine what is aesthetically pleasing
- Evaluate the various methods of composition
- Compose a two to three-minute piece of music on a DAW ****
- Present and critique compositions

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**Instructional Strategies/Differentiated Instruction**

- Video lecture with notes
- Independent problem-solving
- Online blogging
- Conferencing
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework
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Assessments

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Unit Task

**Unit Task Name:** My DAW Jam- Unit Task Project

**Description:** Students will compose a two to three-minute song on a DAW. The piece must include percussion, bass, harmony, and melody. Students must consider digital manipulation of sound, including delay, dynamics, and distortion. The piece should be in a recognizable form with at least two contrasting sections. Students will have multiple classes to assess and edit the effectiveness and accuracy of the synchronized melody, harmony, and bass. They should also actively listen to their creation throughout the process to consider the aesthetics of the musical piece. Finally, students will write a brief reflection about their composition process, including why they chose specific loops and edits.

**Evaluation:** Summative Assessment and Future Rubric in the 2021-2022 school year.
### Unit Resources

- Noteflight
- MusicTheory
- SoundTrap
- Soundation
- Chrome Music Lab