

FCPS Integrated Music Technology: Introduction HS Proficient

National Standards: <http://www.nationalartsstandards.org/>

Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
<p>Create: Imagine Essential Question(s): How do musicians generate creative ideas? Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p>			
FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	<ul style="list-style-type: none"> • Create compositions demonstrating melody, rhythm, harmony, and form using music creation software.(e.g. Finale, DAW) • Create an improvisation using digital tools (e.g. MIDI keyboard, LaunchPad). 	FCPS Benchmark: Connection Project	Lesson Seed 1.1: Improvisation Project
Anchor Standard 2: Organize and develop artistic ideas and work.			
<p>Create: Plan and Make Essential Question(s): How do musicians make creative decisions? Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p>			
FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.	<ul style="list-style-type: none"> • Apply tools, which may include recording technology, and/or a DAW to notate or record developed musical ideas. Craft and present a composer’s statement that clearly summarizes and supports creative and conceptual choices. 	FCPS Benchmark: Connection Project FCPS Benchmark: Rhythmic Composition FCPS Benchmark: Recording	Lesson Seed 2.1: The 12-bar blues

Anchor Standard 3: Refine and complete artistic work.

Create: Evaluate and Refine

Essential Question(s): How do musicians improve the quality of their creative work?

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Cr3.1.T.Ia 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.	<ul style="list-style-type: none"> Evaluate and refine personal musical ideas in response to feedback and document revisions. 	FCPS Benchmark: Connection Project	Lesson Seed 3.1: Commercial Project

Create: Present

Essential Question(s): When is creative work ready to share?

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Cr3.2.T.Ia 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.	<ul style="list-style-type: none"> Present a complete and final version of a personal work, and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology. 		

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Perform: Select

Essential Question(s): How do performers select repertoire?

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Pr4.I.T.Ia 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.	<ul style="list-style-type: none"> Identify and summarize how the consideration of musical contexts informs and influences music selected for a personal work. 	FCPS Benchmark: Connection Project	Lesson Seed 4.1: Repertoire Selection
<p>Perform: Analyze Essential Question(s): How does understanding the structure and context of musical works inform performance? Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>			
FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Pr4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.	<ul style="list-style-type: none"> Support and justify the use of artistic qualities when interpreting music for presentation. 		
<p>Perform: Interpret Essential Question(s): How do performers interpret musical works? Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p>			
FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	<ul style="list-style-type: none"> As self-directed learners, describe the context and expressive intent of music, as it relates to social, cultural, technological and historical influences. 		
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.			

Perform: Rehearse, Evaluate, and Perform

Essential Question(s): How do musicians improve the quality of their performance?

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	<ul style="list-style-type: none">● As self-directed learners, identify performance challenges and develop strategies collaboratively to improve presentation quality, technical accuracy and artistic purpose.● Apply feedback to improve and refine presentations.● As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.	FCPS Benchmark: Connection Project	Lesson Seed 5.1: Swing

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform: Present

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire	<ul style="list-style-type: none">● Present a varied repertoire of music with artistic purpose, demonstrating technical mastery.	FCPS Benchmark: Connection Project FCPS Benchmark: Written Critique	Lesson Seed 6.1: Sound Effects

of music.	<ul style="list-style-type: none"> Effectively convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context. 		
MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.	<ul style="list-style-type: none"> Choose a varied repertoire of music for presentation by applying knowledge of time, place, and culture. Determine readiness of music for public presentation. 		

Anchor Standard 7: Perceive and analyze artistic work.

Respond: Select

Essential Question(s): How do individuals choose music to experience?

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes

FCPS Objective	FCPS Expectations	Benchmarks	Resources
MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	<ul style="list-style-type: none"> Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music. 	FCPS Benchmark: Connection Project FCPS Benchmark: Written Critique	Lesson Seed 7.1: Analyzing Music

Respond: Analyze

Essential Question(s): : How does understanding the structure and context of music inform a response?

Enduring Understanding: Response to music is informed by analyzing context(social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
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<p>MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</p>	<ul style="list-style-type: none"> • As self-directed learners, use analytical evidence to support and communicate the importance of technology, structure, musical elements, and context when listening to music. 		
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Anchor Standard 8: Interpret intent and meaning in artistic work.

Respond: Interpret

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
<p>MU:Re8.1.T.Ia 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.</p>	<ul style="list-style-type: none"> • Analyze information about the structure, musical elements, context, technology, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices. • Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Lesson Seed 8.1: Song Lyrics</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

Respond: Evaluate

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
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<p>MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.</p>	<ul style="list-style-type: none"> ● Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. ● Document comparisons and contrasts between the different pieces of music. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Lesson Seed 9.1: Comparing Genres</p>
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Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Connect

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

FCPS Objective	FCPS Expectations	Benchmarks	Resources
<p>MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> ● Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music. ● Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Lesson Seed 10.1: Meaningful Music</p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Connect

Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

FCPS Objective	FCPS Expectations	Benchmarks	Resources
<p>MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> ● As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music. ● As self-directed learners, connect music to other people’s personal life experiences, when creating, performing, or responding to music. ● As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music. ● Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Lesson Seed 11.1: Classical in Pop</p>