

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

**Course of Study Information Page**

Course Title: Music Technology #672	
Rationale: Music Technology is an elective course for students interested in composing, arranging and programming music. This course will also meet the basic theory and ear training needs of students wishing to pursue a music major in college.	
Course Description: The Music Technology curriculum will include: basic music theory instruction and review, transcribing existing compositions, programming sampled sounds, multi-track recording, using MIDI, arranging, composing, and ear training. Students will use theory, sequencing and notation software.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) – See attached	
Length of Course:	One term on the 4 x 4 schedule or a full year on the traditional schedule
Grade Level:	10 - 12
Credit: <input checked="" type="checkbox"/> Number of units: 10 credits <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Vocational	
Prerequisites:	Two years of music instruction or the equivalent, basic computer literacy, basic piano skills and/or teacher recommendation
Department(s):	VAPA - Music
District Sites:	All
Board of Trustees Adoption Date:	January 22, 2002
Textbook(s)/Instructional Materials:	Alfred's Essentials of Music Theory (software); Cakewalk Pro Audio (sequencing software); Sibelius (notation software)
Date Adopted by the Board of Trustees:	

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**UNIT #1:** Equipment Set Up and Operation

**GOAL:** Students will understand the components of a music technology lab: set up, operation and function

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Demonstrate basic computer skills	Set up a disk for saving all work for course portfolio
Demonstrate knowledge of the equipment used in a music technology lab	Name components and set them up properly Name components and their functions
Demonstrate basic piano skills needed for entry of music while using sequencing software	Review or instruction of basic piano skills; names of keys, sharps and flats, etc.

Content Area Standards - State Visual and Performing Standard #5 (see attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance, and Portfolio

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UNIT #2: Theory Instruction and Overview

GOAL: Students will demonstrate the theory knowledge necessary to do the future activities

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Demonstrate current theory knowledge	Pre-test of theory knowledge
Learn theory terms needed to proceed in the course: key signatures, time signatures, note values and rests, dynamic markings, accidentals, edit markings (slurs, ties, accents, etc.), transportation of instruments	Class instruction and individual instruction using the Alfred's Essentials of Music Theory software curriculum  Post-test evaluation of knowledge using pencil and paper  Post-test evaluation of knowledge using Alfred's software  Save to disk or server

Content Area Standards - State Visual and Performing Standard #1 (see attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio

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UNIT #3: Ear Training

GOAL: Students will understand basic pitch intervals and be able to distinguish between different instruments in order to input music

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Demonstrate knowledge of basic pitch intervals	Instruction and evaluation using the piano and other "real" instruments  Instruction using sampled sounds (MIDI)
Distinguish between the sounds of different instruments	Instruction and evaluation using "real" instruments  Instruction and evaluation using samples sounds (MIDI)

Content Area Standards - State Visual and Performing Arts Standard #1 (see attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio

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**UNIT #4:** Transcribing Existing Compositions

**GOAL:** Students will learn to use notation software and transcribe existing compositions

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Transcribe single line compositions from different musical time periods	Set up the score including the key signature, time signature, title, composer and arranger. Instruction in simple entry.  Print the project and add to portfolio
Transcribe two line piano compositions from different musical time periods	Set up score as above, but now using the grand staff. Instruction in speedy entry. Print the project and add to portfolio
Transcribe four-part vocal composition with lyrics. Selections will vary in style and musical time periods	Set up score as above, but add lyrics between the staves. Students may use simple or speedy entry. Print the project and add to portfolio
Transcribe pieces of the student's choice per approval of the instructor. Students may select from any musical time periods.	Set up score and use all necessary notation items. Students may use simple or speedy entry. Print the project and add to portfolio.  *Students will use Sibelius software for these projects

Content Area Standards - State Visual and Performing Standards #3 and #5 (see attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio

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**UNIT #5:** Track Recording of Existing Compositions

**GOAL:** Students will learn to use sequencing software and to record single and multiple tracks

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Play in a single line of an existing composition using the electric music (piano) keyboard. Selections will be made from different musical time periods	Enter a single melodic line composition using the electronic music (piano) keyboard and the sequencing program. Students will save the melody
Play in multiple lines of an existing composition using the electronic music (piano) keyboard. Selections will be made from different musical time periods	<p>Enter the multiple lines one at a time, or two or more at a time depending on their proficiency on the keyboard</p> <p>Instruction in how to choose the instrument sampled sound per track if different sounds are desired</p> <p>Correct timing or note errors made when entering the piece. Save the composition to disk or server</p> <p>Burn multi track composition onto a CD to add to portfolio</p> <p>*Students will use Cakewalk Pro sequencing software for these projects</p>

Content Area Standards - State Visual and Performing Arts Standards #3 & #5 (attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio

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UNIT #6: Arranging Music

GOAL: Students will arrange music from one medium to another

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<p>Arrange an existing vocal composition for an instrument of their choice. Selections must represent different musical time periods</p> <p>Arrange an existing composition written for a group of instruments (ex. string orchestra) for a different group of instruments (ex. woodwind quintet) or voices (SATB choir). Selections must represent different musical time periods</p>	<p>Input the piece using sequencing software</p> <p>Choose appropriate MIDI sounds when using sequencing software</p> <p>Make necessary corrections</p> <p>Burn CD of project and add to portfolio</p>
Demonstrate how to convert a piece from sequencing software to notation software	<p>Convert project from sequencing software to notation software</p> <p>Print project and add to portfolio</p>

Content Area Standards - State Visual and Performing Arts Standards #3 and #5 (attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio



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UNIT #7: Composing Music

GOAL: Students will compose original music

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Demonstrate an understanding of basic forms in music: AB or song form, ABA, Rondo, Sonata, etc.	Analyze pieces of music in the forms listed  Compose a piece using simple AB or ABA form Sequencing and notation software to create the piece. Correct the piece and save. Print and add to portfolio.  After converting from sequencing to notation software, burn a CD and add to portfolio
Compose a piece in a form of their choosing. The piece must have at least eight different parts  Learn to extract parts  This will be the final project for the course	Use the sequencing and notation software to create the piece. Correct the piece and save. Print and add to portfolio.  After converting from sequencing to notation software, extract parts and print individual parts and a full score  Piece will be presented in its recorded form and if possible, in a live performance for the class as the final

Content Area Standards - State Visual and Performing Arts Standards #1, #2, #3, and #4 (see attached)
The students will demonstrate content proficiency by:
1. Pre-test, Post-test, Performance and Portfolio

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UNIT #8: Music Portfolio

GOAL: Students will exit the class with a print and recorded portfolio of their work

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Create a portfolio of all work done in the course	Save all printed work to disk
	Print all work Burn recorded work to a CD

Content Area Standards (Please identify the source)
The students will demonstrate content proficiency by:
1.

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**State Visual and Performing Arts Standards  
Grades Nine through Twelve - Proficient**

*Note:* The proficient level of achievement for grades nine through twelve can be attached at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

**Artistic Perception**

**1.01 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

*Read and Notate Music*

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1; scale: 1-6)
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3, scale 1-6).

*Listen to, Analyze, and Describe Music*

- 1.4 Analyze and describe the use of music elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

**CREATIVE EXPRESSION**

**2.0 Creating, Performing and Participating in Music**

Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

### *Apply Vocal or Instrumental Skills*

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation - written and memorized; by oneself and in ensembles (level of difficulty: 4; scale: 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.
- 2.3 Sing in small ensembles with one on a part.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation - by oneself and in ensembles (level of difficulty: 4; scale: 1-6).
- 2.5 Perform on an instrument in small ensembles with one on a part.

### *Compose, Arrange, and Improvise*

- 2.6 Compose music, using music elements for expressive effect.
- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 Improvise harmonizing parts, using an appropriate style.
- 2.10 Improvise original melodies over given chord progressions.

## **HISTORICAL AND CULTURAL CONTEXT**

### **3.0 Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### *Role of Music*

- 3.1 Identify the sources of music genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

#### *Diversity of Music*

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.

- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

## **AESTHETIC VALUING**

### **4.0 Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music and aesthetic qualities.

#### *Analyze and Critically Assess*

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performance, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing it to exemplary models.

#### *Derive Meaning*

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

## **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **5.0 Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

#### *Connections and Applications*

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

#### *Careers and Career-Related Skills*

- 5.3 Research music careers in radio, television, and advertising.