<table>
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<th>Standard</th>
<th>Benchmarks</th>
<th>Suggested Resources/ Instructional Strategies</th>
<th>Assessments Student Work</th>
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<tr>
<td>Standard #2 – Performing on instruments, alone and with others, a varied repertoire of music</td>
<td>Students will: • play rhythmic phrases and discuss the performance using appropriate music terminology. • demonstrate sight reading skills at a beginning to moderate level • perform accurate rhythms, and respond to dynamics, tempi, style and expression as the project requires, using midi and natural instruments • perform an appropriate part in an ensemble (or media project) demonstrating beginning to moderately developed performance skills.</td>
<td>Instructor will: • provide tutorials directing students to create music to specific criteria • through tutorials, direct students to create rhythms, melodies and phrases • through tutorials, direct students to combine rhythms, melodies and phrases into larger multi-timbral as part of multi-media projects • through tutorials, direct students to create music to fit specific scenes and events within multi-media projects</td>
<td>Students will: • follow tutorials to create rhythms and melodies • record rhythms and melodies as directed to create larger media pieces • students will create multi-media pieces using music and other media to specified guidelines Student work will be assessed through Portfolio, checklists, rubric based assessments and self and class evaluation</td>
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Students will use MacIntosh computers and midi keyboards as well as natural instruments for performance
### Subject: Music Production Lab

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<td><strong>Standard #3 – Improvising melodies, variations and accompaniments</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Instructor will:</strong></td>
<td><strong>Students will:</strong></td>
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<td>• Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor modes.</td>
<td>• provide opportunities for students to create original pieces through recording of melodic and rhythmic improvisations</td>
<td>• follow tutorials to improvise rhythms and melodies</td>
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<td>• Improvise selections using a variety of instruments, sound sources, and technology, while exploring possible combinations.</td>
<td>• direct student improvisations through tutorials and specified criteria</td>
<td>• record improvised rhythms and melodies as directed to create larger media pieces</td>
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<td>• Create &quot;call and response&quot; phrases using rhythmic and melodic patterns.</td>
<td>Students will use MacIntosh computers and midi keyboards to improvise their musical ideas.</td>
<td>Student work will be assessed through Portfolio, checklists, rubric based assessments and self and class evaluation</td>
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<td>• Create melodies, rhythms and accompaniments using software programs.</td>
<td>Students will use the following programs to record their improvisations: Sibelius, Finale, Virtual Drummer, Garage Band, and Pro Tools</td>
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<tr>
<td><strong>Standard #4 – Composing and arranging music within specified guidelines</strong></td>
<td>Students will:</td>
<td>Instructor will:</td>
<td>Students will:</td>
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<td>• compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</td>
<td>• provide opportunities through tutorials and specified criteria for students to create original and adapted pieces through recording of melodic and rhythmic</td>
<td>• follow tutorials to compose and arrange rhythms and melodies to specified guidelines</td>
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<td>• demonstrate imaginative and technical skills in applying the principles of composition.</td>
<td>• adapting media to uses other than originally conceived (using previously recorded music and media as material for new pieces)</td>
<td>• record rhythms and melodies as directed to create larger media pieces</td>
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<td>• utilize computer technology to explore compositional techniques.</td>
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<td>• adapt media to create new pieces</td>
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<td>• compose and arrange music for voices and various acoustic and electronic instruments.</td>
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<td>Student work will be assessed through Portfolio, checklists, rubric based assessments and self and class evaluation</td>
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<td>• orchestrate a composition using available computer programs.</td>
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Students will use MacIntosh computers and midi keyboards to preserve their musical ideas. Students will use but not be restricted to the following programs to interpret standard and non-standard notation: Sibelius, Finale, Virtual Drummer, Garage Band, and Pro Tools
# Newport Public Schools
## Curriculum Framework

### Subject: Music Production Lab

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| **Standard #5 – Reading and notating music** | Students will:  
  • read standard and non-standard notation  
  • interpret non-standard notation symbols used by some twentieth-century composers of diverse cultures.  
  • Create non-standard notation for interpretation  
  • Explore computer programs designed to read, notate, and transpose music into various keys. | Instructor will:  
  • provide opportunities for students to interpret standard and non-standard notation through class performance and directed projects  
  • provide opportunities for students to use standard, non-standard and created notation to preserve their ideas | Students will:  
  • use standard and non-standard notation to preserve their musical ideas  
  • create rhythmic and melodic patterns using various programs  
  • interpret standard and non-standard notation to create multi-medial projects  
  Students will use the following programs to interpret standard and non-standard notation: Sibelius, Finale, Virtual Drummer, Garage Band, and Pro Tools | The above will be assessed through checklists, portfolios and rubric based assessments |
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| **Standard #6 – Listening to, analyzing and describing music** | Students will:  
Analyze aural examples of varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.  
Demonstrate beginning to moderate knowledge of the technical vocabulary of music.  
Identify specified compositional devices used to provide unity and variety in a musical work.  
Create and describe short musical compositions that utilize tension/release techniques.  
Explain recent historical events have affected music.  
Discuss music's effects on today's various cultures.  
Compare and contrast the "sound" of electronic and natural instruments and voices  
Compare ways in which musical motifs are used in culturally diverse compositions.  
Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive. | Instructor will:  
• Provide forums for discussion of representative pieces, describing devices used to create distinctive effects  
• Provide opportunities for students to create musical examples that utilize various effects  
Students will:  
• research recent cultural trends in music, utilizing them in their pieces  
• create multi media pieces reflecting cultural stimuli  
• through directed discussion, recognize and describe the function of music and musicians in various cultures and historical periods | Students will:  
• demonstrate knowledge of cultural and historical trends in music  
• create musical examples utilizing various devices and effects that illustrate cultural traits  
• select appropriate instrumental timbres to represent music of various genres and cultures  
• demonstrate knowledge of function of music and musicians in our society  
• demonstrate knowledge of jobs and skills required to work in the music production industry  
The above will be assessed through student conversations, student portfolios, student compositions and multi-media projects. |
| Recognize the social functions of musical forms and genres in various cultures and historical periods. |   |   |
COURSE PROFILE
2004-5

COURSE TITLE: Music Production Lab

DEPARTMENT: Music Department  TEACHER: Corey Greenhalgh

OBJECTIVES: The Rogers High School Music Production Class will:
• develop each student’s inherent musicality through projects using various teacher directed music production and composition techniques
• survey various computer applications in music through directed projects in notation, composition, midi and digital audio recording techniques and multimedia projects

STUDENT REQUIREMENTS: Students are expected to:
• work collaboratively in the music production lab to create the following: music notation, sequencing, composition and multimedia projects
• maintain a journal of required terms and information
• actively participate in the development of their technical and appreciative skills

BOOKS, MATERIALS, SUPPLIES:
• Students are expected to bring a journal and a pencil or pen to class each day.
• Music, texts and other materials will be provided as needed by the instructor.

GRADING POLICY:
• Tests/projects 50%
• Assignments 25%
• Daily effort/attitude/attendance 25%

HOMEWORK: Students are expected to prepare for each class. Additional written assignments will also be assigned.

MAKE-UP WORK: Students with an excused absence make up work missed in class. Please see instructor to schedule an appointment.

CLASSROOM RULES: Students are expected to follow the general rules set forth by Rogers High School.

TIMES AVAILABLE FOR CONFERENCES, TUTORING, EXTRA HELP: Parents can call the school for an appointment. Students can see the instructor before or after school by appointment. Advance notice is requested.