

**HOWARD COUNTY PUBLIC SCHOOLS
MUSIC TECHNOLOGY**

GOALS AND OBJECTIVES

GOAL I: PERCEIVING, PERFORMING, AND RESPONDING: AESTHETICS

The student will demonstrate the ability to perceive, perform, and respond to music.

CORE OBJECTIVE A. The student will describe the characteristics of musical sounds.

Enabling Objectives:

1. The student will identify elements of music, including melody, rhythm, harmony, form, texture, expressive devices, and tension and release.
2. The student will objectively describe elements of music experienced in a variety of performances.
3. The student will listen to two or more performances, either recorded, sequenced, or live, of the same selection of music to compare differences in interpretation and/or methodology.
4. The student will identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
5. The student will analyze aural examples of a varied repertoire of music (representing diverse genres, cultures, and media) and will describe the uses of the elements of music.
6. The student will compare and contrast ways in which the elements of music are used in a variety of compositions.
7. The student will analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.

CORE OBJECTIVE B. The student will practice and evaluate performance skills alone and in groups.

Enabling Objectives:

1. The student will describe basic MIDI technology and its applications.

2. The student will use basic sequencing techniques to create original compositions.
3. The student will identify analog and digital recording and editing techniques.
4. The student will use amplification and playback systems to produce and edit sound.
5. The student will describe equalization and mastering techniques.
6. The student will differentiate among various entry methods in notation, sequencing, and recording.
7. The student will use various expressive and articulation markings, and/or manipulate note velocities and durations by other means.
8. The student will use accompaniment software to create original arrangements.

CORE OBJECTIVE C. The student will analyze and respond to complex musical sound through movement.

Enabling Objectives:

1. The student will demonstrate rhythmic accuracy through beat construction.
2. The student will authenticate rhythmic effectiveness through a physical response.
3. The student will conduct the basic two, three, four, and six-beat patterns and a variety of asymmetrical patterns.

CORE OBJECTIVE D. The student will perform music reading from both traditional and nontraditional notation.

Enabling Objectives:

1. The student will correctly recognize and interpret pitches, rhythms, and other traditional notational symbols.
2. The student will notate music in a traditional format using dedicated notation programs, as well as sequencing programs.
3. The student will correctly recognize and interpret non-traditional notation.

4. The student will demonstrate independent knowledge of expressive markings used in musical scores.

GOAL II. HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

The student will demonstrate an understanding of music as an essential aspect of history and human experience.

CORE OBJECTIVE A. The student will make connections between music from the oral and written traditions and cultural ideas reflected in the music.

Enabling Objectives:

1. The student will identify and discuss the role and development of technology in music, past and present.
2. The student will describe ways music technology is used in various cultures and demographic groupings of the United States and other countries.
3. The student will name significant musicians associated with music technology.
4. The student will identify various opportunities to perform and hear music in the local community and beyond.
5. The student will describe the stylistic features of a musical selection that define its aesthetic tradition and its historical or cultural context.

CORE OBJECTIVE B. The student will describe the roles of music as a reflection of
and an influence on diverse social structures.

Enabling Objectives:

1. The student will discuss the roles of music throughout history.
2. The student will discuss prominent social commentaries made through music, as well as significant artists who have made or are making social commentaries.

3. The student will describe technological advances as they affect performing, creating, and listening to music.
4. The student will discuss the available opportunities and the necessary qualities for pursuing a career in music technology.

CORE OBJECTIVE C. The student will demonstrate understanding of the relationships of music to dance, theatre, visual arts, and other disciplines.

Enabling Objectives:

1. The student will emulate music literature from a variety of historical periods, styles, and cultures and will relate its characteristics with elements of dance, theatre, visual art, and other disciplines.
2. The student will be able to compose original music based on stimuli from dance, theatre, visual arts, and media.
3. The student will explain ways in which the principles and subject matter of various disciplines are interrelated with those of music technology.
4. The student will compare and contrast the roles of creators, performers, and producers in music to roles in the other arts.

CORE OBJECTIVE D. The student will analyze factors that influence relationships between a composer's work and his or her environment.

Enabling Objectives:

1. The student will identify and compare styles of music from Western and non-Western cultures.
2. The student will create an original composition that incorporates appropriate style and/or emulates music from a variety of eras and ethnic origins.
3. The student will describe the ways music technology is used in various cultures and demographic groupings of the United States and other countries.

<p>GOAL III. CREATIVE EXPRESSION AND PRODUCTION</p>
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The student will demonstrate the ability to organize musical ideas and sounds creatively.

CORE OBJECTIVE A: The student will perform musical improvisations using traditional and original techniques.

Enabling Objectives:

1. The student will improvise over familiar melodies using accompaniment software.
2. The student will improvise over familiar melodies using sequencing software.
3. The student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys to aid in the compositional process using various notation and/or sequencing software.
4. The student will improvise harmonic or contrapuntal material to support familiar melodies to aid in the compositional process using various notation and/or sequencing software.

CORE OBJECTIVE B: The student will structure arrangements and compositions using appropriate notation and forms.

Enabling Objectives:

1. The student will create short musical compositions using appropriate technological systems.
2. The student will create arrangements of original or familiar melodies using traditional notation, sequencing, or digital recording software.

GOAL IV. AESTHETIC CRITICISM

The student will demonstrate the ability to make aesthetic judgments.

CORE OBJECTIVE A: The student will evaluate selected musical compositions using established criteria.

Enabling Objectives:

1. The student will make independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics to evaluate musical compositions, live, recorded, or sequenced, by using a rubric.
2. The student will evaluate a composition or arrangement by comparing it, through the use of a rubric, to similar or exemplary models.
3. The student will objectively evaluate, by using a rubric, a given musical work in terms of its technical, artistic, and aesthetic qualities.

CORE OBJECTIVE B. The student will formulate, apply, and communicate criteria evaluating personal performances and those of others.

Enabling Objectives:

1. The student will develop, assess, and revise rubrics to evaluate musical performances, live, recorded, or sequenced. These rubrics, using predetermined criteria, may be used by the student to critique the musical performances of others, as well as personal musical compositions.