



<p>Ministry Licensed Resource Title:</p>	<p>Finale</p>
<p>Description of resource</p>	<p>Finale, the world standard for music notation software, lets you compose, arrange, notate, and print engraver-quality sheet music. The 2008 release offers the importation and/or recording of synchronized real-time audio as an additional single track in a document.</p> <p>Share your music as:</p> <ul style="list-style-type: none"> • Audio files (including .MP3, .WAV, and .AIFF) • MusicXML™ and MIDI files • PDF files – from entire pieces to small excerpts • Finale files that can be shared with users of the entire Finale family of products: Finale PrintMusic, Finale SongWriter, and the free Finale NotePad <p>Finale Notepad is a free download. Create orchestrations of up to 8 staves, and enter notes by clicking them into the staff or importing MIDI or MusicXML files. Once your music is in NotePad, you can hear it play back, see it on the printed page, and share it with other NotePad and users of other Finale family music notation software.</p>
<p>Curriculum Connections</p>	<p>Music Grade 7:</p> <p><i>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes (e.g., create a class chant or song to build community spirit; manipulate the rhythm or dynamics in a familiar piece to create an accompaniment for a media presentation)</i></p> <p><i>C1.3 create musical compositions in a variety of forms for specific purposes and audiences (e.g., use available instruments to create a composition in response to an object, a visual image, or a silent film; add rhythmic, melodic, or chordal accompaniment to a familiar song; improvise rhythmic or melodic phrases over a variety of ostinati; create compositions using found sounds or recycled materials)</i></p> <p>Music Grade 8:</p> <p><i>C1.2 apply the elements of music through performing, composing,</i></p>

	<p><i>and arranging music for a specific effect or clear purpose (e.g., create a jingle to advertise a product; improvise a simple melody over a 12-bar blues progression; arrange a piece of their choice from their method book for a quartet of mixed instruments)</i></p> <p><i>C1.3 create musical compositions in a variety of forms for specific purposes and audiences (e.g., write lyrics and a melody for a protest song based upon a current social issue; compose a melodic theme for a computer game)</i></p>
The “traditional” classroom practice and approach to the learning goals	Students create/compose a short piece of music on staff paper to demonstrate their understanding of the elements of music, eg. pitch and rhythm. The student performs their composition to the class either on their instrument, or by singing.
<u>S</u> AMR: Substitution	Students use the Finale software to compose their piece. They can do some of the planning with staff paper and on their instrument, but the final product is imputed into Finale. The software allows the student the experience of producing sheet music for their performance.
<u>S</u> AMR: Augmentation	Students use more advanced tools in Finale to enhance the piece. Students can use the playback tool to hear their composition. Having the ability to hear their composition without having to rely on their ability to play it on their instrument allows the student more choice and variety in their musical choices. The students can add more creative elements to their composition which allows them an opportunity to demonstrate a deeper understanding.
<u>S</u> AMR: Modification	<p>Use the transposition tool to allow students to print sheet music for other instruments to perform, allowing everyone in the class to perform all the compositions.</p> <p>After creating their compositions, students can record the classes, or the various ensembles performances of the compositions. These recordings can be loaded onto a class or school website, allowing students in other classes to hear their composition, and a chance to provide peer feedback/comments about the piece.</p>
<u>S</u> AMR:	Students can expand their compositions by using Finale multi-staff

Redefinition	<p>scoring features and playback features to experiment with polyphony, composing harmony for their piece, either as a duet, or up to 4 parts. They can also experiment with timbre and texture in their piece by choosing instruments not available in the classroom, using synthesized sounds, or even creating and importing their own sounds through a midi setup.</p> <p>Their compositions can be exported to be used as ringtones, or posted online in music sharing blogs.</p> <p>Their sheet music can be posted and shared online.</p> <p>Finale also offers an iPad app. Through a teacher account, assignments and finished compositions can be shared to any iPad logged into the same Finale account.</p>
Considerations for Digital Citizenship:	<ul style="list-style-type: none">• This unit gives the teacher a chance to talk about the differences between composing and arranging music, and the copyright issues around the two, especially when it comes to posting “free” music online.• Teachers can also discuss the importance of copyright laws to protect an individual's creative work.• The SOCAN website has detailed information regarding Canadian music copyright laws.• Students can learn that when assignments are posted the web there are other considerations about safely posting and sharing to consider. Many school boards offer password protected, internal websites for posting class work. When posting work for students at this age, it might be best to use this type of website if possible.

