Washington Township School District

Course Title:	Introduction to Music Technology

Grade Level(s):	9-12

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	Introduction to Music Technology is designed for students who are interested in learning modern methods of music production. Students will be introduced to many aspects of music technology, including the use of computers for composition and production, hardware and software, electronic instruments and MIDI, the use of electronics in performance, and audio recording and editing. Over the course of the year, students will be expected to create several original musical compositions and maintain a digital portfolio of their work. There are no pre-requisites for this course, but it is recommended that students enter with a basic understanding of musical elements and theory.
Grading Procedures:	**Major Assessments (50%)** • Projects • Tests **Minor Assessments (35%)** • Quizzes • Listening Journal • Written/Online Assignments **Supportive Assessments (15%)** • In-class and Independent Activities
Primary Resources:	• Hardware: Apple Workstation, MIDI keyboard, recording equipment • Software: GarageBand, LogicPro, Mainstage, MusicFirst

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Casey Corigliano

Written: __August 2021_____

Revised: _____

BOE Approval: _____

Unit Title: Unit 1 - Course Introduction and Music/Audio Elements

Unit Description: This unit will introduce students to the course including concept and project outlines, grading, assessment, and materials. Students will then explore foundations of music technology including basic elements of music theory, piano skills, lab equipment, software, and computer-based music production.

Unit Duration: 5 weeks

Desired Results

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Indicators:

Imagine
1.3E.12acc.Cr1 - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.

Select, Analyze
1.3E.12acc.Re7a - Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
1.3E.12acc.Re7b - Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

Interconnecting
1.3E.12acc.Cn10 - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a*

Understandings:	**Essential Questions:**
Students will understand that…	
1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	1. How do musicians generate creative ideas?
2. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	2. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	3. How do musicians make meaningful connections to creating, performing, and responding?
4. SEL Enduring Understandings: www.selarts.org	4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:
- Identify course requirements and expectations
- Understand elements of sound
- Understand basic music theory concepts
- Understand the history of recording and music technology
- Utilize lab workstation

Other Evidence:
- Teacher observation
- Student reflection, discussion, and self-assessment

- Understand and perform basic piano skills
- Understand and apply basic MIDI concepts

Benchmarks:
- Projects
- Tests, quizzes
- Listening responses

Learning Plan

Learning Activities:

Daily class activities will focus on the instruction and practice of the following concepts/knowledge:

Course Introduction
- Review and discuss syllabus
- Review and discuss major projects, grading, assessment
- Discuss required materials
- Lab usage agreement

Elements of Sound/Basic Music Theory
- Elements of Sound: pitch, duration, timbre, volume
- Basic Music Notation: staff, clefs, note values, keys/scales

History of Recording and Music Technology
- Chronology of recording and advancements in music tech:
  - Phonograph
  - Microphones
  - Radio
  - Records
  - Synthesizers/keyboards and electronic instruments
  - Tape (8-track, cassette)
  - Compact Discs
  - Mp3/Digital/Streaming

Introduction to Lab Equipment
- Apple workstation
- MIDI keyboard
- Recording interface
- Software: Logic Pro, Mainstage, Garageband, Audacity, etc.

Basic Piano/Keyboard Skills
- Layout of keys
- Patterns
- Piano roll
- Sustain, modulation, sliders/knobs

Introduction to MIDI/Garageband
- MIDI basics and history
- MIDI messages, physical transports, file formats
- Garageband basics
  - Create, open, save projects
  - Using included software synths
  - MIDI input vs. recording audio

o Using loops, patterns
　　　　o Editing audio: cut, copy, paste
　　　　o Adjust parameters: tempo, key, time signature

Resources:
- Teacher selected materials
- Lab workstation hardware: Apple iMac, MIDI keyboard, audio interface
- Lab workstation software: Garageband, Logic Pro, Mainstage, Audacity
- Online resources (YouTube, music tech websites, MusicFirst LMS, Schoology)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	**Students will be able to:** • **Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.**
3.0	**Students will be able to:** • **Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.**
2.0	**Students will be able to:** • **Manipulate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Anchor Standard 7: Perceiving and analyzing products.	
4.0	**Students will be able to:** • **Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.** • **Explain how an analysis of the structure, context, and technological aspects of the music informs the response.**
3.0	**Students will be able to:** • **Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.** • **Explain how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.**
2.0	**Students will be able to:** • **Discuss reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.** • **Discuss how knowledge of the structure (i.e., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	**Students will be able to:** • **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**
3.0	**Students will be able to:** • **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**
2.0	**Students will be able to:** • **Discuss how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify projects and online activities
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections
Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills
The Arts as Communication Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others. **The Arts as Creative Personal Realization** Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult. **The Arts as Culture, History, and Connectors** Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge. **The Arts as a Means to Well-Being** Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts. **The Arts as Community Engagement** Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Unit 2 - Recording Technology and Live Sound

Unit Description: In this unit, students will explore various aspects of a recording studio and the utilization of digital audio workstation (DAW) software. In addition, students will explore the principles of live sound.

Unit Duration: 5 weeks

Desired Results

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 8: Interpreting intent and meaning.

Indicators:

Select, Interpret, Analyze
1.3E.12acc.Pr4a - Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.
1.3E.12acc.Pr4b - Describe and provide examples of how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.
1.3E.12acc.Pr4c - Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

interpret
1.3E.12acc.Re8a - Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.
1.3E.12acc.Re8b - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Understandings:
Students will understand that…
1. 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.
2. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
3. SEL Enduring Understandings: www.selarts.org

Essential Questions:
1. How do performers select repertoire?
2. How do we discern the musical creators' and performers' expressive intent?
3. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:
- Identify components of a standard recording studio
- Understand the basic functions of a digital audio workstation (DAW)
- Understand and apply a standard recording signal chain and proper gain structure
- Understand the basic functions of a standard analogue/digital mixer
- Identify different types of microphones and their typical applications
- Understand and demonstrate basic live sound principles

Other Evidence:
- Teacher observation
- Student reflection, discussion, and self-assessment

Benchmarks:
- Projects
- Tests, quizzes
- Listening responses

Learning Plan

Learning Activities:

Daily class activities will focus on the instruction and practice of the following concepts/knowledge:

Components of a Recording Studio
- Computer, DAW, audio interface
- Microphone(s)
- Headphones, studio monitors
- Cables, stands
- Acoustic treatment

Digital Audio Workstation (Logic/Soundtrap)
- Project creation, open, save
- Templates and workflow
- Tracks, aux, sends, and buses
- Recording, playback
- Mute, solo, read, write
- Basic editing

Principles of Live Sound
- Mixing board layout and design
- Signal chain and gain structure
- Microphones types and applications
- Monitors, speakers
- Setting up a basic PA system
- Amplifying drums, guitars, synths, vocals
- Basic mixing concepts, addressing feedback
- Basic EQ, compression, effects

Resources:
- Teacher selected materials
- Lab workstation hardware: Apple iMac, MIDI keyboard, audio interface
- Lab workstation software: Garageband, Logic Pro, Mainstage, Audacity
- Online resources (YouTube, music tech websites, MusicFirst LMS, Schoology)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to:
	• **Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.**
	• **Describe and provide examples of how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.**

	• Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.
3.0	Students will be able to: • Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill. • Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances. • Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
2.0	Students will be able to: • Describe the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill. • Identify how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances. • Recall the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: • Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. • Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
3.0	Students will be able to: • 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. • Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
2.0	Students will be able to: • Discuss an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose. • Identify basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners

Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify projects and online activities
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Unit 3 - Mixing, Editing, and Producing

Unit Description: In this unit, students will continue to build skills working in a studio environment using DAW software. Activities and projects will focus on using software tools to mix, edit, and master recorded projects. Students will also explore issues related to music licensing, digital distribution, and copyright.

Unit Duration: 5 weeks

Desired Results

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators:

Plan, Make
1.3E.12acc.Cr2 - Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.

Rehearse, Evaluate, Refine
1.3E.12acc.Pr5 - Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Evaluate
1.3E.12acc.Re9 - Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

Understandings:	Essential Questions:
Students will understand that…	
1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.	1. How do musicians make creative decisions?
2. 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.	2. How do musicians improve the quality of their performance?
	3. How do we judge the quality of musical work(s) and performance(s)?
3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	4. SEL Essential Questions: www.selarts.org
4. SEL Enduring Understandings: www.selarts.org	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Manipulate and transform audio using software effect plug-ins	• Teacher observation
• Demonstrate mixing techniques to blend and shape audio projects	• Student reflection, discussion, and self-assessment
• Demonstrate basic mastering techniques to complete audio projects	
• Demonstrate the basic functions and capabilities of hardware and software synthesizers	
• Understand the process of music licensing and digital distribution	

| • Understand copyright law with respect to digital music, streaming, composing, and arranging | |

Benchmarks:
- Projects
- Tests, quizzes
- Listening responses

Learning Plan

Learning Activities:

Daily class activities will focus on the instruction and practice of the following concepts/knowledge:

<u>**Audio Effects**</u>
- Dynamic effects: compression, gate, limiter, normalize
- Time-based effects: reverb, delay, echo
- Filter-based effects: EQ, distortion, high pass, low pass,
- Modulation effects: chorus, phaser

<u>**Mixing and Mastering Techniques**</u>
- Inputs, outputs
- Signal chains
- Groups, buses, and FX
- Faders
- Mute, solo, read, write
- Panning
- EQ
- Automation
- Using effects
- Mastering process

<u>**Sound Synthesis**</u>
- Hardware and software history
- Basic building blocks of all synths:
  - Oscillators and wave forms
  - Filters
  - LFOs
  - ADSR Envelope
- Analog, Modular, and Digital synthesizers

<u>**Music Licensing, Distribution, and Copyright**</u>
- Licensing process
  - Arranging
  - Distribution
  - Mechanical
  - Recording
- Distribution services and websites
  - Subscriptions & fees
  - Royalty & revenue sharing
  - Social media compatibility

- US Copyright Law
  - Ethical considerations
  - Arranging, parody, & sampling
  - Performing vs recording
  - Digital vs physical distribution

Resources:
- Teacher selected materials
- Lab workstation hardware: Apple iMac, MIDI keyboard, audio interface
- Lab workstation software: Garageband, Logic Pro, Mainstage, Audacity
- Online resources (YouTube, music tech websites, MusicFirst LMS, Schoology)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 2: Organizing and developing ideas.

4.0	**Students will be able to:** • **Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.**
3.0	**Students will be able to:** • **Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.**
2.0	**Students will be able to:** • **Identify melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	**Students will be able to:** • **Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**
3.0	**Students will be able to:** • **Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**
2.0	**Students will be able to:** • **Identify rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	**Students will be able to:** • **Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.**
3.0	**Students will be able to:** • **Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.**
2.0	**Students will be able to:** • **Discuss music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
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Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

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Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

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Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Unit 4 - Independent Projects

Unit Description: In this unit, students will synthesize knowledge and skills gained through the course to produce a series of final composition and recording projects. These projects may include, but are not limited to: original song, video game soundtrack, film scoring, commercial, and found sounds.

Unit Duration: 5 weeks

Desired Results

Anchor Standard 3: Refining and completing products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

Indicators:

Evaluate, Refine
1.3E.12acc.Cr3a - Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3E.12acc.Cr3b - Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.

Present
1.3E.12acc.Pr6a - Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3E.12acc.Pr6b - Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

Interconnection
1.3E.12acc.Cn11 - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a*

Understandings:	Essential Questions:
Students will understand that…	1. How do musicians improve the quality of their creative work?
1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
2. Musicians judge performance based on criteria that vary across time, place, and cultures.	3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	4. SEL Essential Questions: www.selarts.org
4. SEL Enduring Understandings: www.selarts.org	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Create and produce original composition using found sounds	• Teacher observation
• Compose, arrange, record, and edit original song	• Student reflection, discussion, and self-assessment
• Produce original music for a segment of a video game	

- Produce original music for a movie scene
- Produce original music for a commercial

Benchmarks:

- Projects
- Tests, quizzes
- Listening responses

Learning Plan

Learning Activities:

Found Sound Project *(est time: 6 classes)*
- **Description**: Students will synthesize recording, editing, and producing skills by creating an original composition using "found sounds".
- **Process**:
  - Students will use personal or course provided recording devices to capture a series of real-world sounds (nature, city, mechanical, etc.)
  - Students will use DAW to edit, mix, and master captured sounds into an original composition demonstrating various skills (loops, copy/paste, effects, etc.)
  - Recordings played in class for peer response and feedback

Commercial Project *(est time: 6 classes)*
- **Description**: Students will demonstrate composing, recording, editing, and producing skills by creating original music to accompany a commercial.
- **Process**:
  - Students will select a 30-second commercial of choice, and capture footage (YouTube, TV rip, etc.)
  - Students will use DAW to compose, arrange, edit, mix, and master original music to accompany chosen commercial.
  - Recordings played in class for peer response and feedback

Video Game Project *(est time: 7 classes)*
- **Description**: Students will demonstrate recording, editing, and producing skills by creating original music to accompany a video game.
- **Process**:
  - Students will select a video game of choice, and capture 60-90 seconds of live game play (YouTube, personal, etc)
  - Students will use DAW to compose, arrange, edit, mix, and master original music and sound effects to accompany chosen video game footage.
  - Recordings played in class for peer response and feedback

Film Scoring Project *(est time: 7 classes)*
- **Description**: Students will demonstrate composing, recording, editing, and producing skills by creating original music to accompany a segment of film.
- **Process**:
  - Students will select a film scene of choice, and capture 2-4 minutes of footage (YouTube, etc.)
  - Students will use DAW to compose, arrange, edit, mix, and master original music and sound effects to accompany chosen film footage.
  - Recordings played in class for peer response and feedback

Original Song Project *(est time: 8 classes)*
- **Description**: Students will demonstrate composing, recording, editing, and producing skills by creating an original song.
- **Process**:
  - Students will select a genre and instrumentation of choice
  - Students will compose a 3m30s original song (radio edit) in their chosen genre and instrumentation
  - Students will use DAW to compose, arrange, edit, mix, and master their original song using live and/or or virtual instruments.
  - Recordings played in class for peer response and feedback

Resources:
- Teacher selected materials
- Lab workstation hardware: Apple iMac, MIDI keyboard, audio interface
- Lab workstation software: Garageband, Logic Pro, Mainstage, Audacity
- Online resources (YouTube, music tech websites, MusicFirst LMS, Schoology)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 3: Refining and completing products.	
4.0	**Students will be able to:** • **Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.** • **Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.**
3.0	**Students will be able to:** • **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.** • **Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.**
2.0	**Students will be able to:** • **Drawing on feedback from teachers and peers, identify strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.** • **Discover compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Anchor Standard 6: Conveying meaning through art.	
4.0	**Students will be able to:** • **Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.** • **Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.**

3.0	Students will be able to:
	• **Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**
	• **Demonstrate an understanding of the context of music through prepared and improvised performances.**
2.0	Students will be able to:
	• **Using digital tools, identify attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**
	• **Identify an understanding of the context of music through prepared and improvised performances.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.	
4.0	Students will be able to:
	• **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
3.0	Students will be able to:
	• **Discuss understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
2.0	Students will be able to:
	• **Identify relationships between music and the other arts, other disciplines, varied contexts, and daily life.**
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify projects and online activities
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing

	• Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.