



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts COURSE Music Technology and Audio Engineering II

Curriculum Development Timeline

School: Ocean Township High School
Course: Music Technology and Audio Engineering II
Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date
August 2021	Ian Schwartz	Alignment to Standards

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Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Course Introduction & Review of Recording Programs	11	The Music Business: DJ History & Culture, Remixing and Mastering
2	Form and Structure	12	The Music Business: DJ History & Culture, Remixing and Mastering
3	Form and Structure	13	The Music Business: DJ History & Culture, Remixing and Mastering
4	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones	14	The Music Business: DJ History & Culture, Remixing and Mastering
5	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones	15	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
Week	Unit	Week	Unit
6	Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones	16	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
7	Microphone Placement & Live Sound Production	17	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
8	Microphone Placement & Live Sound Production	18	Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games
9	Microphone Placement & Live Sound Production	19	Final Projects & Presentations
10	Microphone Placement & Live Sound Production	20	Final Projects & Presentations

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Core Instructional & Supplemental Materials including various levels of Texts

- Teaching Music Through Composition - Barbara Freedman
- Using Technology to Unlock Musical Creativity - Scott Watson
- Using Pro Tools in Music Education - Robin Hodson
- Mixing in Pro Tools - Brian Smithers
- Music Tech 101 - Brian Laakso
- The Sound Reinforcement Handbook - Gary Davis, Ralph Jones
- Music First
- Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

Time Frame	Week 1
Topic	
Course Introduction & Review of Recording Programs	
Alignment to Standards	
<p>1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.</p> <p>1.3E.12acc.Cr2a: elect melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.</p> <p>1.3E.12acc.Cr3a: Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>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.</p> <p>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.</p> <p>1.3E.12acc.Re7b: Explain how an analysis of the structure, context and technological aspects of the music informs the response.</p> <p>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.</p>	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- What are the qualities of a good music producer?
- How can I use digital audio workstations to create music?
- How can we incorporate MIDI and audio together to create?

SWBAT...

- identify and discuss various music producers and their characteristics
- review DAWs learned in Music Tech I and expand on techniques. Students will also be introduced to additional DAWs
- discuss and create projects that include both audio and MIDI using advanced features of the DAW

Learning Activities:

- Favorite Song / Least Favorite Song
- Ableton Live "Learning Music" projects
- "Listening Like A Producer" Article Responses
- Loops Project

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Benchmark:

- Opening Benchmark via Google Forms

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- "Listening Like A Producer" Articles
 - RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.AR-PRF.1: Describe the scope of the Performing Arts Career Pathway

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and the roles of various individuals in it.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess Soundation and Soundtrap software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Time Frame	Weeks 2-3
Topic	
Form and Structure	
Alignment to Standards	

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- 1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.
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- 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.
- 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.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.
- 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.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3E.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do I properly structure a song?
- What are some different musical concepts I can incorporate into my creations?
- What makes great songs great?

SWBAT demonstrate understanding of the following:

- Students will learn and study types of common song structure
- Students will discover how to make songs more musical using concepts such as FX and chord progressions
- Students will listen and reflect on timeless pieces and analyze what makes them memorable and enjoyable

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Learning Activities:

- Visualizing Song Structures
- Does Repetition Define Music?
- Loops Song 2 - Analysis and Response
- Novation Launchpad Intro
- From Garageband Loop to Grammy Award
- Song Structure Analysis

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- Song Structure Analysis
 - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.AR-PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.7: Describe how technology and technical support enhance performing arts productions.

Technology Integration

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- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Time Frame	Weeks 4-6
Topic	
Synthesizers & Oscillators, Signal Flow & Processing, Types of Microphones	

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Alignment to Standards

1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.

1.3E.12acc.Cr2a: elect melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.

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.

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.Re7b: Explain how an analysis of the structure, context and technological aspects of the music informs the response.

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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can I use electronic instruments to create various sounds?
- What is the proper way signal goes from creation to audio?
- Are certain types of microphones better in certain situations?

SWBAT demonstrate understanding of the following:

- Students will learn that synthesizers and oscillators combined with different FX can be used to create limitless sounds
- Students will learn and create proper signal flow
- Students will study different types of microphones including dynamic, condenser, and ribbon, and all the variations and demonstrate when each should be used

Learning Activities:

- "Learning Synths" interactive site
- The Overtone Series

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- How to play “Thriller” using synths
- 808 Emulator in the Browser
- How Sound Works
- NPR’s Ear Training Guide for Audio Engineers
- Mic Placement Demonstration

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Mic Placement Demonstration

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- Reading and analysis of NPR’s Ear Training Guide for Audio Engineers
- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.AR-PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.7: Describe how technology and technical support enhance performing arts productions.

Technology Integration

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- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Time Frame	Weeks 7-10
Topic	

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Microphone Placement & Live Sound Production

Alignment to Standards

1.3E.12acc.Cr2a: elect melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.

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.

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.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.

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.

1.3E.12acc.Re9a: Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

1.3E.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the proper way to place microphones in the studio and on the stage?
- How can I use my knowledge of DAWs in live sound production?
- What methods do DJs use in their performances?

SWBAT demonstrate understanding of the following:

- Students will learn about miking techniques and demonstrate how to set up and break down microphones in the studio and stage
- Students will discuss how to use DAW techniques like EQ in a live setting and demonstrate on a soundboard

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- Students will research popular DJs and compare their performances

Learning Activities:

- Mic Placement Demonstration
- Cable wrapping and storage
- Record scratching documentary
- Editing tape
- Live Sound Editing Demonstration

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Mic Placement Demonstration
- Live Sound Editing Demonstration

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- Viewing and analysis/discussion of Record Scratching Documentary
 - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

their NSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.AR-PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

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- 9.3.12.AR-PRF.7: Describe how technology and technical support enhance performing arts productions.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
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Time Frame	Weeks 11-14
Topic	
The Music Business: DJ History & Culture, Remixing and Mastering	
Alignment to Standards	
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Learning Objectives and Activities	
SWBAT answer the following questions:	

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- How did DJs perform before many of the technological advances of today?
- What is remixing and how is it done in the studio?
- What is mastering and how is it different than remixing?

SWBAT demonstrate understanding of the following:

- Students will research DJs and discuss the evolution and culture
- Students will discuss remixing and provide examples, and practice remixing within the DAW
- Students will compare remixing to mastering and practice mastering a full song

Learning Activities:

- Mad Zach, Ableton Push Performance
- You.DJ
- Mixing "Call Me Maybe"
- Everything is a Remix
- Sampling Ethics
- Peer Remix

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses
- Peer Remix

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- Reading and discussion of informational texts on Sampling Ethics
NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Career Readiness, Life Literacies, and Key Skills

- 9.3.12.AR-PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.7: Describe how technology and technical support enhance performing arts productions.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

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- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Time Frame	Weeks 15-18
Topic	
Music in Media: Sound FX & Foley, Music for TV, Film, & Video Games	
Alignment to Standards	
<p>1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.</p> <p>1.3E.12acc.Cr3a: Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>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.</p> <p>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.</p> <p>performances and performers' ability to connect with audiences.</p> <p>1.3E.12acc.Pr5a: 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.</p> <p>1.3E.12acc.Pr6b: Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.</p> <p>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.</p> <p>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.</p> <p>1.3E.12acc.Re9a: Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p> <p>1.3E.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>	

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DEPARTMENT Visual and Performing Arts COURSE Music Technology and Audio Engineering II

Learning Objectives and Activities

SWBAT answer the following questions:

- How are sound FX created for media?
- How does music affect TV, Film, and Video Games?
- What can be done to recorded Foley sounds for placement in media?

SWBAT demonstrate understanding of the following:

- Students will research pre-recorded sound FX and Foley Sound FX and practice using them
- Students will discuss how music affects the mood of media
- Students will practice using different FX and EQ on Foley sounds

Learning Activities:

- Environmental Phone Recording
- Sound FX Story
- Foley Artist Project
- How Music Affects Movies

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback

Interdisciplinary Connections

- Students will apply their understanding of the principles of narrative to Sound FX Project
- NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Career Readiness, Life Literacies, and Key Skills

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- 9.3.12.AR-PRF.3: Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.7: Describe how technology and technical support enhance performing arts productions.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess ProTools, Soundation, and Soundtrap software programs to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.

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- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Time Frame	Weeks 19-20
Topic	
Final Projects & Presentations	
Alignment to Standards	
<p>1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.</p> <p>1.3E.12acc.Cr2a: elect melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.3E.12acc.Pr5a: 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.</p> <p>1.3E.12acc.Pr6b: Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.</p> <p>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.</p> <p>1.3E.12acc.Re7b: Explain how an analysis of the structure, context and technological aspects of the music informs the response.</p> <p>1.3E.12acc.Re9a: Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p> <p>1.3E.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3E.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>	

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Learning Objectives and Activities

SWBAT answer the following questions:

- How have you progressed as an audio engineer?
- Were you inspired by any artists we discussed, or did you discover something new?
- What was the most exciting topic you learned about?

SWBAT demonstrate understanding of the following:

- Students will reflect on their time in the class and give thought to what they learned
- Students will review artists that were researched and consider how they affected them
- Students will think about the course as a whole and talk about what topics were the most impactful

Learning Activities:

- Presentation skills
- Group Critique
- Uploading to public platform
- Mixing and mastering a full song

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Article responses

Alternative:

- One on one teacher-student feedback
- Digital Portfolio Update

Benchmark:

- Google Form test, mixing and mastering a full song, and project critique

Interdisciplinary Connections

- Portfolio reflection writing:

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LA.11-12.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

range of tasks, purposes, and audiences.

- Portfolio presentations:

LA.11-12.SL.11-12.4 Present information, findings, and supporting evidence clearly,

concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

Career Readiness, Life Literacies, and Key Skills

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Career Education

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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications





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At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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