



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.

Curriculum Development Timeline

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

Board Approval	Supervisor	Notes
July 2014	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Name Change & Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Introduction to Digital Music Composition	11	Music Theory: Knowledge, Skills, and Application
2	Introduction to Digital Music Composition	12	Music Theory: Knowledge, Skills, and Application
3	Introduction to Digital Music Composition	13	Music Theory: Knowledge, Skills, and Application
4	Introduction to Digital Music Composition	14	Developing Advanced Composition Skills
5	Introduction to Digital Music Composition	15	Developing Advanced Composition Skills
Week	Marking Period 2	Week	Marking Period 4
6	Introduction to Digital Music Composition	16	Developing Advanced Composition Skills
7	Music Theory: Knowledge, Skills, and Application	17	Developing Advanced Composition Skills
8	Music Theory: Knowledge, Skills, and Application	18	Developing Advanced Composition Skills
9	Music Theory: Knowledge, Skills, and Application	19	Developing Advanced Composition Skills
10	Music Theory: Knowledge, Skills, and Application	20	Developing Advanced Composition Skills

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Core Instructional Resources and 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 First
- Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Unit 1: 6 Weeks
Topic	
Introduction to Digital Music Composition	
Essential Questions	
<ul style="list-style-type: none">• What are the different entry methods for inputting music?• What are the different functions of our Digital Audio Workstation (Soundation)?• How can I use pre-loaded tracks in my own composition?• How can I use the different input methods to create original music?• What makes up a song?• What are the different rhythmic and melodic notation symbols?	
Enduring Understandings	
Students will: <ul style="list-style-type: none">• Demonstrate ability to add software instrument tracks• Demonstrate ability to add pre-recorded loops• Demonstrate ability to create melodies from pre-recorded material by selecting and editing loops• Demonstrate understanding of AB Form by analyzing and mapping a contemporary piece of music and by creating a composition using loop melodies• Demonstrate understanding of reading basic rhythms by singing, clapping, and playing• Demonstrate ability to peer critique other pupil's work and provide feedback	
Alignment to NJSLs	
<u>Technology Standards</u> <ul style="list-style-type: none">• TEC.9-12.8.1.12.A 1.1.12.B.2• TEC.9-12.8.1.12.B 1.3.12.2• TEC.9-12.8.1.12.C 1.3.12.B.2• TEC.9-12.8.1.12.D 1.3.12.3• TEC.9-12.8.1.12.E 1.3.12.B.3• TEC.9-12.8.2.12.A.1 1.3.12.4• TEC.9-12.8.2.12.G.1 1.3.12.B.4	
<u>Visual and Performing Arts Standards</u> <ul style="list-style-type: none">• VPA 1.1.12.B.1 1.4.12.B.2	

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Key Concepts and Skills

- Tour of the Software for Music Creation
- Using Loops
- Recording Drum Tracks
- Composing Drum and Percussion Beats
- Writing Melodies
- Melodic Variations Using Rhythmic Alterations
- Composing with Original Regions
- Peer Critique

Learning Activities

- Student lead discussion about audio engineering and the careers/opportunities associated with it
- Student lead discussion about the different DAWs available
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Students create and compose melodies using prerecorded loops in different song forms
- Student reflection on possible careers in the audio engineering field

Assessments

Formative:

- Written Quiz
- Review Quiz Games
- Career Research

Alternative:

- Peer Critique
- Reflection writing
- Observation of class discussion

Summative:

- Written reflection on careers in audio engineering
- Student-created/composed melodies

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

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9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections

Student lead discussion about audio engineering and the careers/opportunities associated with it:

LA.9-10.SL.9-10.1.A - *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

LA.9-10.SL.9-10.1.C - *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

Technology Integration

Students will use **the Digital Audio Workstation and Soundation** in order to extend learning and apply skills to new content.

TECH.8.1.12.A.CS2 Select and use applications effectively and productively

- Desktop Computer Workstation
- Speakers
- Headphones
- MIDI Keyboard
- USB Microphone
- Library of Different Pre-Recorded Loops
- ELMO
- Projector
- Digital Audio Workstation (Soundation)

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Time Frame	Unit 2: 7 Weeks
Topic	
Music Theory: Knowledge, Skills, and Application	
Essential Questions	
<ul style="list-style-type: none">• How does music influence a scene?• How can Sound FX be used to tell a story?• How can I use pre-recorded material to compose new music?• How can I use standard music notation in my DAW?• What different media can I compose for?• How can the speakers being used impact the length and content of my piece?	
Enduring Understandings	
Students will: <ul style="list-style-type: none">• Demonstrate understanding of how sounds create imagery• Demonstrate understanding of creating two-dimensional space in their tracks• Understand and be able to identify whole steps, half steps, and basic intervals on the piano keyboard• Understand how to build a major scale starting on any note• Demonstrate knowledge of song form by analyzing and comparing two given pieces of music• Demonstrate understanding of how to manipulate MIDI to create an original piece• Demonstrate knowledge of how to use basic improvisation over accompaniment• Demonstrate understanding of the relationship between the tonic and dominant intervals• Demonstrate understanding of the difference between major, minor, diminished, and augmented triads• Demonstrate understanding of basic chord progressions using the I, IV, and V chords and the 12-bar blues progression• Demonstrate ability to peer critique other pupil's work and provide feedback	
Alignment to NJSL	
<u>Technology Standards</u>	
<ul style="list-style-type: none">• TEC.9-12.8.1.12.A 1.1.12.B.2• TEC.9-12.8.1.12.B 1.3.12.2• TEC.9-12.8.1.12.C 1.3.12.B.2• TEC.9-12.8.1.12.D 1.3.12.3	

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- TEC.9-12.8.1.12.E 1.3.12.B.3
- TEC.9-12.8.2.12.A.1 1.3.12.4
- TEC.9-12.8.2.12.G.1 1.3.12.B.4

Visual and Performing Arts Standards

- VPA 1.1.12.B.1 1.4.12.B.2

Key Concepts and Skills

- Improvisation
- Using the tools within the DAW to create two-dimensional space on the track
- Utilize different Sound FX to create different effects
- Basic comprehension of the piano keyboard
- Critique of different musical pieces
- Writing Melodies
- Peer Critique

Learning Activities

- Student lead discussion about art and how it can influence music
- Student lead discussion standard music notation and the different forms a song can be written in
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Students create and compose original melodies in different song forms
- Students will manipulate MIDI to create an original piece
- Student reflection on pieces composed

Assessments

Formative:

- Written Quiz
- Review Quiz Games

Alternative:

- Peer Critique
- Observation of class discussion
- Student-teacher conferences
- Reflection

Summative:

- MIDI compositions

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.

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CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4 Design an audio, video and/or film production.

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

Interdisciplinary Connections

Student lead discussion about art and how it can influence music;

Student lead discussion standard music notation and the different forms a song can be written in:

LA.9-10.SL.9-10.1.A - *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

Technology Integration

Students will use **the Digital Audio Workstation and Soundation** in order to extend learning and apply skills to new content.

TECH.8.1.12.A.CS2 Select and use applications effectively and productively

- Desktop Computer Workstation
- Speakers
- Headphones
- MIDI Keyboard
- USB Microphone
- Audio Clips
- Library of Different Pre-Recorded Loops
- ELMO
- Projector
- Digital Audio Workstation (Soundation)
- Internet Access

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Time Frame	Unit 3: 6 Weeks
Topic	
Developing Advanced Composition Skills	
Essential Questions	
<ul style="list-style-type: none">• How can I extend the melody using notes that are outside the basic chord?• How will my composition sound being played on a live instrument?• How can I transcribe my composition from MIDI to standard musical notation?• How can art influence music?• How can I compose a melody while incorporating existing music• How can I alter how the sound is played using EQ?• How can I market my CD in the music industry?	
Enduring Understandings	
Students will: <ul style="list-style-type: none">• Demonstrate knowledge of notes in a scale and a chord in a given key• Demonstrate knowledge of standard notation by composing for a solo instrument• Demonstrate understanding of rondo form• Demonstrate understanding of editing prerecorded audio into an original composition• Demonstrate understanding of manipulating EQ• Demonstrate understanding of alternate recording processes such as radio commercials and podcasts• Demonstrate knowledge of marketing CDs in the music industry• Demonstrate knowledge of syncing music to video• Demonstrate ability to peer critique other pupil's work and provide feedback	
Alignment to NJSL	
<u>Technology Standards</u>	
<ul style="list-style-type: none">• TEC.9-12.8.1.12.A 1.1.12.B.2• TEC.9-12.8.1.12.B 1.3.12.2• TEC.9-12.8.1.12.C 1.3.12.B.2• TEC.9-12.8.1.12.D 1.3.12.3• TEC.9-12.8.1.12.E 1.3.12.B.3• TEC.9-12.8.2.12.A.1 1.3.12.4• TEC.9-12.8.2.12.G.1 1.3.12.B.4	
<u>Visual and Performing Arts Standards</u>	

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• VPA 1.1.12.B.1 1.4.12.B.2

Key Concepts and Skills

- Improvisation
- Using the tools within the DAW to create two-dimensional space on the track
- Utilize different Sound FX to create different effects
- Advanced comprehension of the piano keyboard
- Understanding and composing in different song forms
- Using EQ to enhance a track
- Recording different media forms
- Composing music that relates and syncs to a video clip
- Critique of different musical pieces
- Writing Melodies
- Marketing CDs
- Peer Critique

Learning Activities

- Student lead discussion about two- and three-dimensional space in music
- Student lead discussion about EQ and altering the output of a track
- Student lead discussion (in collaboration with marketing class) about different strategies for marketing CDs
- Students will collaborate with art classes to create an album cover for their CD
- Individualized note taking
- Peer Critique
- Hands-on exploration and practice with editing and creating audio tracks
- Viewing video and adding music and Sound FX behind video
- Student reflection on pieces composed
- Students create an Aural report on a topic in music
- Digital portfolio update

Assessments

Formative:

- Written Quiz
- Review Quiz Games

Alternative:

- Observation of class discussion
- Peer Critique
- Written reflection on student compositions

Summative:

- Aural report on topic in music

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Benchmark:

- Written project critique

Career Education

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CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

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

Interdisciplinary Connections

Student written reflection on pieces composed:

LA.9-10.W.9-10.10 *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.*

- Collaborate with Music Department to have Instrumental and Vocal Music students perform solo instrument pieces
- Collaborate with Business/Marketing Classes on how to market student CDs
- Collaborate with Art Department to create an album cover for student CDs

Technology Integration

Students will use **the Digital Audio Workstation and Soundation** in order to extend learning and apply skills to new content.

TECH.8.1.12.A.CS2 Select and use applications effectively and productively

Digital Portfolio Update:

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Desktop Computer Workstation
- Speakers

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- Headphones
- MIDI Keyboard
- USB Microphone
- Video Clips
- Audio Clips
- Library of Different Pre-Recorded Loops
- ELMO
- Projector
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Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)

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

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

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

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- 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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