High School Electronic Music Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
8	Introduction to Music and Sound	Students will know or be able to… • track manipulation (add/delete, cut, copy and paste), softwares commands (mute and solo), • identify rhythmic values • enter and layer rhythms • compose short melodic ideas	What is Music? How is sound organized to make music? How can technology affect the process of making music?
7	The History of Music Technology	Students will know or be able to… • create and categorize a list of genres in electronic music • advancements in music technology	How have advancements in music technology affected the human element? What will music composition look like in the future? To what extent do you feel human beings will play a role in making music of the future?
7	MIDI and Sound Synthesis	Students will know or be able to… • the role of timbre in musical texture • demonstrate synthesis techniques • explain and describe the function of MIDI in music production • similarities and differences between sampling and synthesis • software tools to record, enter, and edit MIDI	What impact has the invention of MIDI had on the creation/performance of music? What is the emotional impact of acoustically produced music versus electronically produced music?

9	Recording and Mixing	Students will know or be able to... • determine the necessity of recording audio • demonstrate purpose and use of various recording audio equipment • alter, manipulate, and edit audio • define and apply effects to audio • archive audio files	Why do we record sounds? Is a recording a true representation of what was performed? How does a listening experience differ between a live performance and a recorded performance?
9	Musical Style and Form	Students will know or be able to... • apply knowledge of stylistic qualities to switch between genres in a composition • analyze and discuss song forms • identify basic verse-chorus (+bridge) song form	What is style? How does music define your style? What distinguishes a genre?
11	Composing Beyond the Basics	Students will know or be able to... • build triads • compose chord progressions • add interest to chord progressions with accompaniment patterns • combine chords and melody	In what ways are planning and intent important components in the compositional process? Why are structure and form important in music?
12	Many Roles of the Music Producer	Students will know or be able to... • how producers influence production of music and help define iconic sounds • explore how musical elements are represented in the music of iconic producers • copyright laws	Should all music be produced? In what ways do music producers influence how people use music to express their values, beliefs, identities, and experiences?

| 8 | Music for Multimedia | Students will know or be able to…
• synthesize musical and technological skills in a composition
• identify, recognize, and evaluate the role of music and audio in a variety of media
• effectively use music and and audio to support and enhance multimedia
• create and use appropriate file formats for audio and video media
• evaluate quality of compositions using developed criteria | How do multimedia elements affect a listener's musical experience? How do audio elements affect a viewer's multimedia experience? How can music and audio be used to support and enhance visual images and other media? |